



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies Kindergarten

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Course Description:

Kindergarten Social Studies

Kindergartner Social Studies will introduce the concept of self-identity and the world around them to the students. The first unit focuses on the individual child and highlights what characteristics make he or she special and unique to his or her family, class, and school. Students will analyze what sets them aside from their peers and what makes them similar. The second unit will invite students to discover what qualities and characteristics good citizens possess. Students will be asked to keep simple classroom jobs and routines throughout the school year to build their sense of responsibility and accountability. Discussions about what makes a rule or law good and fair and how a culture is influenced by the behavior of its people will occur. The third and final unit will examine the local community. Local features and characteristics of Midland Park will be studied and discussed. Students will discover the many community jobs and the workers that keep the community a safe and happy place to live.

Suggested Course Sequence:

Unit 1: *All About Me*: 10 Days

Unit 2: *Being a Responsible Citizen*: 15 Days □

Unit 3: *Our Community*: 10 Days

Pre-Requisite: None

Unit Overview

Content Area: Social Studies
Unit Title: Unit 1: All About Me
Target Course/Grade Level: Kindergarten

Unit Summary

Students will explore how they fit into their families, class, and school. Students will examine what makes each of them similar to one another and also different. They will build a self-identity of who they are and how others see them. Students will identify different cultures and compare and contrast them to their own or others they know. Students will learn to respect people who are different compared to them.

21st Century Themes

Think creatively, work creatively with others, reason effectively, make judgments and decisions, solve problems, communicate clearly, and collaborate with others.

Learning Targets

Standards

6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Unit Essential Questions

- How do I fit within my family, class, and school?
- How are people alike and different?
- How are families alike and different?
- Why am I special to my family, class, and school?
- How am I different to my family, class, and school?

Unit Enduring Understandings

- I am an important part of my family, my class, and my school.
- There are many different types of people and families, each with various characteristics.
- These different characteristics are what make us unique and special.
- People are similar in many ways and different in many other ways.

Unit Learning Targets

Students will...

- Understand their position within their family, class, and school.
- Identify ways people and families are similar and different.
- Understand what makes them special and unique to their family, class, and school.
- Understand there are many people and families with different cultures and traditions.

Evidence of Learning

Summative Assessment (1 day)

Quizzes
 Teacher Observations
 Student Insight and Participation
Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop
Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

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|---|---|
| <ul style="list-style-type: none"> • Individual Work • Group Work • Teacher Observations | <ul style="list-style-type: none"> • Class Discussions • Projects • Worksheets |
|---|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	How do I fit in?	3 days
2	Me and My Friends	3 days
3	My Family and Yours	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.brainpopjr.com/readingandwriting/writing/writingaboutyourself/preview.weml>

<http://www.kinderkorner.com/me.html>

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2: Being a Responsible Citizen

Target Course/Grade Level: Kindergarten

Unit Summary

Students will explore what makes a rule or law appropriate and how rules and laws keep everyone happy and safe. Students will demonstrate an understanding of classroom rules and routines by being respectful and responsible in their classroom. Students will problem solve common classroom, playground, and school issues that are unfair or discriminatory.

21st Century Skills

Think creatively, work creatively with others, reason effectively, make judgments and decisions, and be responsible to others.

Learning Targets

Standards

6.1 U.S. History: America in the World Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI# Cumulative Progress Indicator (CPI)

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.3.4.A.1 Evaluate what makes a good rule or law.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Essential Questions

- Why do we have rules at school?
- How does having classroom tasks and jobs help us develop responsibility?
- How should we behave when working with a partner or in a small group?
- How does our behavior reflect our overall class and/or school?
- What makes a rule or law good or bad?
- How can we solve problems that are unfair or discriminatory?

Unit Enduring Understandings

- Following the rules helps keep everyone safe and happy.
- Students have a responsibility to be good members of their school and community.
- Students must be respectful and work appropriately with others.
- How groups of people behave influences identifies their culture.
- Rules or laws are created to keep people safe and happy.
- Students have a responsibility to help solve issues they see are unfair or discriminatory.

Unit Learning Targets

Students will...

- Understand why we have rules and laws and their importance.
- Be responsible for classroom tasks and job.
- Demonstrate how to behave appropriately when working with others.
- Behave appropriately and represent their classroom and school proudly.
- Identify what makes a rule or law good or bad.

- Demonstrate problem-solving skills for problems they come into contact with that are unfair or discriminatory.

Evidence of Learning

Summative Assessment (1 day)

Quizzes

Teacher Observations

Student Insight and Participation

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

- Individual Work
- Group Work
- Teacher Observations
- Class Discussions
- Projects
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Why do We have Rules?	2 days
2	Being Responsible in Class and School	3 days
3	Working Well with Others	3 days
4	Actions Speak Louder than Words	2 days
5	What Makes a Rule Good or Bad?	2 days
6	Being a Problem Solver	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<https://www.youtube.com/watch?v=xS19G6P6efQ>

http://www.educationworld.com/a_curr/curr008.shtml

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 3: Our Community
Target Course/Grade Level:	Kindergarten

Unit Summary

Students will explore the Midland Park community by examining physical features that are similar and different from the surrounding areas. Community workers will be identified and discussed why they are important to Midland Park. Students will understand community workers provide a service, a good or both for the benefit of the community. The similarities and differences of Midland Park citizens will be discussed and explored.

21st Century Skills

Interact effectively with others, produce results, guide and lead others, and be responsible to others.

Learning Targets

Standards

6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Unit Essential Questions

- How does Midland Park look similar and different to other towns?
- Why do we have community workers and why are they important to Midland Park?
- How are the citizens of Midland Park similar and different?

Unit Enduring Understandings

- Midland Park has physical features that are similar and different from neighboring towns.
- Community workers help run the town and keep citizens happy and safe.
- Community workers provide a service, a good or both.
- Midland Park citizens have similarities and differences.

Unit Learning Targets

Students will...

- Identify and explain the physical features found in Midland Park.
- Community workers help the community by providing goods and services for the citizens of Midland Park.
- Understand how Midland Park citizens are similar and different from each other.

Evidence of Learning

Summative Assessment (1 day)

Quizzes

Teacher Observations

Student Insight and Participation

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

- | | |
|------------------------|---------------------|
| • Individual Work | • Class Discussions |
| • Group Work | • Projects |
| • Teacher Observations | • Worksheets |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Physical Features of Midland Park	2 days
2	Community Workers	3 days

3	Midland Park Citizens	2 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: http://www.state.nj.us/education/cccs/standards/6/ http://teacher.scholastic.com/lessonrepro/k_2theme/communities.htm http://www.brainpopjr.com/socialstudies/communities/communityhelpers/preview.weml		