

Social Studies

Kindergarten

ABSTRACT

Students in kindergarten undertake a study of government at the local level through understanding and developing class rules and laws. An examination of basic geography presents students with a framework for understanding the world around them and the diverse cultures represented by American citizens. American symbols and their origins, as well as a basic understanding of the impact of immigration, add to students' exposure to the foundations of the citizenry of the United States. The characteristics and practices of good citizens are discussed and put into action through a grade-level project designed to address the shared responsibility of active citizenship. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017

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Pacing Guide/ Marking Period	September	October	November	December	January
2014 New Jersey Student Learning Standards Social Studies	6.1.4.A.1-2, 6.1.4.A.11, 6.3.4.A.1, 6.3.4.D.1	6.1.4.B.1-2	6.1.4.A.1-3, 6.1.4.A.11, 6.1.4.A.14	6.1.4.D.13, 6.1.4.D.17-20	6.1.4.B.4-5
Essential Question:	Why are rules and laws important?	How are lifestyles affected by geographic location?	Why is it important to participate in our government?	How do Americans celebrate their heritages?	In what ways is the environment affected by geography?
Content:	Rules and Laws	Map Skills	Government and Citizenship	Cultures	Geography and Environment
Skills and Topics:	<ul style="list-style-type: none"> define the terms rules and laws compare and contrast rules and laws determine examples of rules and laws from personal experience collaborate to create classroom rules explain the rationale for classroom, school, and community rules and laws create a visual representation of classroom rules 	<ul style="list-style-type: none"> examine a flat world map and a globe compare and contrast the characteristics of a map and a globe identify the directions: north, south, east, and west locate North America on a map and a globe locate Europe and Spain on a map and a globe investigate the life and accomplishments of Christopher Columbus trace Columbus' route from Spain to North America on a map and a globe assess the role of Christopher Columbus in the history of the United States 	<ul style="list-style-type: none"> explain the concept of government on the school, local, and national levels define the roles of government leaders (e.g., mayor, senator, president) relate the responsibility of a citizen to the election of school, local, and national leaders assess the role of the public of Somerville in school elections conduct a class and/or school-wide election about an issue of local importance (e.g., a school social event, an environmental issue, a school policy) report results of local or national elections using visual support 	<ul style="list-style-type: none"> survey the holiday practices of class members create a visual representation of survey findings (e.g., chart, poster) collaborate to utilize technology to research global holiday traditions compare and contrast holiday traditions (e.g., Christmas, Hanukah, Kwanzaa, Ramadan, Martin Luther King, Jr. Day) depict personal holiday traditions in visual form 	<ul style="list-style-type: none"> recall the uses of maps, globes, and directions locate the continents on a map and a globe assess the impact of climate on geographical location (e.g., the equator versus the polar regions) investigate the climate of the polar regions identify the life forms prevalent in the polar regions (e.g., penguins, polar bears, walrus) investigate the life forms prevalent in other geographical regions (e.g., jungles, mountains, temperate climates)

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Skills and Topics:			<ul style="list-style-type: none"> initiate a discussion of American holidays (e.g., Thanksgiving) determine the historical significance of Thanksgiving 		<ul style="list-style-type: none"> explain the impact of the environment on the life forms in the polar regions (e.g., physical characteristics, adaptations, diet) compare and contrast personal lifestyle with that of human beings in the polar regions initiate the study of diverse American leaders (e.g., Martin Luther King, Jr.)
Technology Standards and Integration of Technology:	<p>Technology Standards:</p> <ul style="list-style-type: none"> 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities				
Formative Assessments:	Class discussions, student participation, teacher observation, self-assessment, verbalization, anecdotal notes, graphic organizers, learning stations, think-pair-share, scoring rubric, benchmark assessments				
Summative Assessments:	PBL's, projects, class discussions				
Performance Assessments:	Projects, hands-on activities, PBL's,				
Modifications/Accommodations	<p>Intervention Students: The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p>Enrichment/Gifted: Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student's readiness, interests, and/or learning styles, expended open-ended abstract questions.</p>				

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	<p>ELL Students: SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. If/Then Resource</p> <p>Special Education: Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p>				
<p>Interdisciplinary Connections:</p>	<p>*ELA: RIK.1-10, WK.1-10 Science: NGSS: K-LS1-1, K-ESS3-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21st Century Life/Careers: 9.2.4.A.1</p>	<p>*ELA: RIK.1-10, WK.1-10 *Math: MD Science: NGSS: K-LS1-1, K-ESS3-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21st Century Life/Careers: 9.2.4.A.1</p>	<p>*ELA: RIK.1-10, WK.1-10 Science: NGSS: K-LS1-1, K-ESS3-1 Arts: 1.3.2.D.1,2 Technology: 8.1.2.B.1, 8.1.2.E.1 21st Century Life/Careers: 9.2.4.A.1</p>	<p>*ELA: RIK.1-10, WK.1-10 Science: NGSS: K-LS1-1, K-ESS3-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 World Language: 7.1.NM.C.5 21st Century Life/Careers: 9.2.4.A.1</p>	<p>*ELA: RIK.1-10, WK.1-10 *Math: MD Science: NGSS: K-LS1-1, K-ESS3-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21st Century Life/Careers: 9.2.4.A.1</p>

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21st Century Themes:	Global Awareness	Civic Literacy			
	<input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Health Literacy		
21st Century Skills:	Creativity and Innovation	Media Literacy	Critical Thinking and Problem Solving	Life and Career Skills	
	<input checked="" type="checkbox"/> Information and Communication Technologies Literacy		<input checked="" type="checkbox"/> Communication and Collaboration		<input checked="" type="checkbox"/> Information Literacy
Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				
21st Century Life and Careers:	<p>CRP Standards:</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. <p>21st Century Life and Career Standards:</p> <ul style="list-style-type: none"> • 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. • 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. • 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. • 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. <p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</p>				

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Pacing Guide/ Marking Period	February	March	April	May	June
2014 NJ Student Learning Standards – Social Studies	6.1.4.A.3, 6.1.4.A.9-10, 6.1.4.A.12, 6.1.4.D.3, 6.1.4.D.9, 6.1.4.D.15-16	6.1.4.D.14, 6.1.4.D.17	6.1.4.D.13-14, 6.1.4.D.18-20	6.1.4.A.13-15, 6.1.4.D.9, 6.1.4.D.12, 6.1.4.D.14, 6.1.4.D.18-20	6.1.4.A.11-12, 6.1.4.A.15, 6.1.4.D.20, 6.3.4.A.2-3
Essential Question:	How has the battle for civil rights affected our nation’s laws?	In what ways do symbols represent beliefs?	What problems do all people share?	How can people work together to reach common goals?	How can an individual help to solve community, state, and national issues?
Content:	Fairness and Equality	Local and National Symbols	Global Issues	Diversity and Immigration	Active Citizenship
Skills and Topics:	<ul style="list-style-type: none"> assess the contributions to American life and civil rights of presidents (e.g., George Washington, Abraham Lincoln, Lyndon B. Johnson) define terms associated with fairness and equality (e.g., citizens’ rights, justice, equal opportunity) identify specific accomplishments of Abraham Lincoln and Martin Luther King, Jr. in the battle for civil rights link the achievements of Abraham Lincoln with those of Martin Luther King, Jr. 	<ul style="list-style-type: none"> define symbol relate the meanings of symbols known in personal experience (e.g., dollar signs, hearts, road signs) explore American symbols: eagle, flag, Statue of Liberty, Uncle Sam, Liberty Bell determine the significance of each American symbol utilize technology to research images of American symbols represent American symbols using visual means collaborate to create a class symbol 	<ul style="list-style-type: none"> discuss global challenges to the well-being of all people (e.g., the environment, the economy, diversity) assess the environmental supports needed in daily life (e.g., clean air, water, available natural resources) utilize technology to provide examples of environmental abuses and preservation practices develop a classroom plan to address an environmental issue (e.g., recycling, maintenance of a garden) implement and track a classroom environmental plan 	<ul style="list-style-type: none"> define diversity and immigration conduct research of personal ancestry compare and contrast family origins with classmates create a visual representation (e.g., graph, chart) of class ancestries utilize technology to explore cultural practices and traditions collaborate to present personal cultural traditions to the class 	<ul style="list-style-type: none"> list community, state, and/or national challenges shared by all citizens determine a community issue of importance to fellow students assess possible solutions to the identified issue collaborate to inform local community leaders of the identified problem and possible solutions

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Skills and Topics:	<ul style="list-style-type: none"> expand the discussion of fairness and equality to the history of such groups as women, immigrants, and Latinos 		<ul style="list-style-type: none"> recognize Earth Day as an opportunity to engage in environmentally-friendly practices at home and in school 		
Technology Standards and Integration of Technology:	Technology Standards: <ul style="list-style-type: none"> 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities				
Formative Assessments:	Class discussions, student participation, teacher observation, self-assessment, verbalization, anecdotal notes, graphic organizers, learning stations, think-pair-share, scoring rubric, benchmark assessments				
Summative Assessments:	PBL's, class discussions				
Performance Assessments:	Projects, hands-on activities, PBL's				
Interdisciplinary Connections:	*ELA: RIK.1-10, WK.1-10 Science: NGSS: K-LS1-1 Arts: 1.3.2.D.1-2 <input checked="" type="checkbox"/> Technology: 8.1.2.B.1, 8.1.2.E.1 <input checked="" type="checkbox"/> 21 st Century Life/Careers: 9.2.4.A.1	*ELA: RIK.1-10, WK.1-10 Science: NGSS:K-LS1-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21 st Century Life/Careers: 9.2.4.A.1	*ELA: RIK.1-10, WK.1-10 Science: NGSS:K-LS1-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21 st Century Life/Careers: 9.2.4.A.1	*ELA: RIK.1-10, WK.1-10 Science: NGSS:K-LS1-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21 st Century Life/Careers: 9.2.4.A.1	*ELA: RIK.1-10, WK.1-10 Science: NGSS:K-LS1-1 Arts: 1.3.2.D.1-2 Technology: 8.1.2.B.1, 8.1.2.E.1 21 st Century Life/Careers: 9.2.4.A.1
21st Century Themes:	Global Awareness Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy				
21st Century Skills:	Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				

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Instructional Materials	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				

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<p>21st Century Life and Careers</p>	<p>CRP Standards:</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. <p>21st Century Life and Career Standards:</p> <ul style="list-style-type: none"> • 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. • 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. • 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. • 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. <p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</p>
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*2016 New Jersey Student Learning Standards:

RF: Reading Foundational Skills

RL: Reading Literature

RI: Reading Informational Text

W: Writing

SL: Speaking and Listening

L: Language

N: Real Number System

A: Algebra

F: Functions

G: Geometry

S: Statistics and Probability

MD: Measurement and Data