SCHOOL DISTRICT OF THE CHATHAMS

Social Studies
Kindergarten
Full Year

Course Overview

Kindergarten social studies students engage in active, experiential, and reflective exercises that guide them through their growing understanding of themselves as individuals and in contrast to others while exploring the different roles they play in the context of their family and in school. Looking at themselves and others through the lens of "My Self", "My Place" and "My World", students learn how there are different expectations, purposes, and behaviors in these contexts. Although they themselves change over time, just like their families and school, concepts like cooperation, communication, and fairness have timeless value.

New Jersey Student Learning Standards
The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Civics, Government, and Human Rights

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People and the Environment

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation and Technology
6.1.2.EconET.1: Explain the difference between needs and wants.
6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Technology Standards
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
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9.4.2.CT.3: Uses a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practice
CRP5. Consider the environmental, social and economic impacts of decisions.

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CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.
CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections
English Language Arts
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text
- in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten
- topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and
  - taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support,
- provide additional detail.

Computer Science and Design Thinking
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Units of Study

Unit 1: Who am I and How did I Get Here? *(~24 days)*
   My Self:
   - What do I look like?
   - What are my needs and wants?
   - What are my talents and abilities?
   - What do I like and dislike?
   My Space:
   - What does my house look like?
   - Is it important to know my address?
   - How is our classroom a diverse place?
   - How are families alike and different (needs, homes, foods, clothes, games)?
   My World:
   - What is my town?
   - What is a neighborhood?
   - Who are my neighbors?
   - What things are in my neighborhood?
   - Why is diversity important?

Unit 2: What is Change and How Does it happen? *(~24 days)*
   My Self :
   - What things do I do every day?
   - What things only happen on special days?
   - How have I changed over time?

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My Space:
- What are special events for my family?
- What are the holidays that we celebrate? Why do we celebrate them?
- What makes a day special?

My World:
- What are seasons?
- Why do things change in each season?
- What is the difference between the past, the present, and the future
- How are events connected (sequences)?

Unit 3: What is Fair and Who Makes the Rules? *(~24 days)*

My Self :
- What are rules?
- Why do we have rules?
- What are responsibilities?
- What does it mean to "be responsible"?
- How can I tell if I am being responsible?

My Space:
- What is the difference between fair and unfair?
- Can rules be unfair?
- Who makes rules?
- Are rules different in different places?
- How do we make good choices in how we treat others?
- How should I treat other people?

My World:
- What rules do adults have to follow?
- What responsibilities do adults have?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:
- Students will understand that Social Studies is the study of how people live their lives as individuals and in groups.
- Students will develop and practice age-appropriate skills and habits of social scientists to better understand and shape their lives and their world.

Discipline Standards of Practice:
- Developing Questions and Planning Inquiry
  - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from

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fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials
Whole class resources have been identified with an asterisk.

The instructional materials will vary in order to meet the learning needs of students. Reading materials found in classroom libraries maintained by teachers may support student learning in Social Studies. The supplemental text titles listed below are recommended by and included in Units of Study resources. Teachers will read aloud many books and incorporate a variety of readings, documents, video clips, maps, charts, photographs, music, and web-based materials into lessons throughout the year.

Resources
Online Instructional Program and Student Journal: Social Studies Alive!, *Me and My World*, Teachers Curriculum Institute, 2022

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Supplemental Materials
- Possible Supplemental Texts
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  - *Diwali* by Hannah Eliot
  - *Little Humans* by Brandon Stanton
  - *Marvelous Maravilloso: Me and My Beautiful Family* by Carrie Lara, Christine Battuz

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Assessment Strategies
Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:
- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, guided vocal explanations
- Annotation, notation and mark-ups of text, images, and maps.
- Drawings, image collages and sketched representations of historical connections, and understandings of social studies topics and concepts.
- Written and/or drawn responses to stimulus-based questions.