

**Randolph Township Schools
Randolph Elementary Schools**

Kindergarten Social Studies

“The future belongs to those who believe in the beauty of their dreams.”

-Eleanor Roosevelt

Social Studies

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Curriculum Developed

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**Randolph Township Schools
Randolph Elementary Schools**

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**Randolph Township Schools
Randolph Elementary Schools**

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Randolph Township Schools
Affirmative Action Statement**

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection, and ongoing growth

Randolph Township Schools Randolph Elementary Schools

Kindergarten Social Studies

Introduction

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Randolph Public Schools Social Studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in society. Students are given the opportunity to develop their own sense of place in the community, state, nation, and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are part, and their connection to the goals and interests of the global community and planet earth. The ideal of a *common good* will be discovered by students through scholarship, artisanship, leadership, and citizenship.

Students will study topics that foster a sense of self and community, developing an understanding of the importance of the rich cultural differences that make each member of the community unique and important. As learners, they will progress through units created to be developmentally appropriate for the inquisitive minds of kindergarten students. Students begin learning about the school community they are a part of, studying themselves and their roles within the classroom and school community. As community members, they will learn about the importance of rules, work to create and modify classroom rules and understand why all members of a community follow agreed upon rules. Students will study the rich cultural heritage that makes each member of their community unique. They will share about their own families and learn about the traditions that are celebrated in special ways throughout the world. Additionally, students will dive deeper into understanding a community and the many jobs and roles that help keep a community functioning. They will learn about the wants and needs that have driven and continue to drive trade and commerce within their community and the world. Students will participate in hands on, interactive choice time explorations which will provide them with role-playing and experiences that mimic the content they are learning about. Students will discover their own individuality and the contributions they can make to society. Learners will know what they should strive to become and their role as responsible and productive individuals who value diversity and their contributes to their community.

Kindergarten students will also focus on the important aspects of social-emotional growth and development through the infusion of the CASEL (Collaboration for Academic, Social and Emotional Learning) Core Competencies. Students will learn about and practice the skills of self-awareness, self-management, social-awareness, responsible decision-making and relationship skills. Through literature, rich conversations and play based learning experiences students build an understanding of using these skills in situations and create common language surrounding these competencies.

Kindergarten children can examine their own immediate environment through neighborhood walks, as well as environments far away in time and space through pictures and films. Students can learn what all children and their families have in common, in what ways they differ, and how rules for behavior and for social interaction always exist, even though those rules may vary from case to case and may change over time. These understandings can be achieved through use of the New Jersey Student Learning Standards and the New Jersey State mandate for Holocaust education.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Kindergarten Social Studies

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
6 weeks	I	Individually Unique, Together Complete!
4 weeks	II	Culturally Aware to Show that We Care!
4 weeks	III	Contribute to Our Community to Create Unity!
4 weeks	IV	Take a Stand, Lend a Helping Hand!

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
UNIT I: Individually Unique, Together Complete!

TRANSFER: Contribute and participate in a positive community where individuals celebrates unique and diverse cultures.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p>	Citizens become a contributing part of a classroom and school community.	<ul style="list-style-type: none"> • How can I contribute to the classroom and school community?
	Students create and follow rules that are fair in the classroom.	<ul style="list-style-type: none"> • What is a rule? • What does it mean to be fair?
	The classroom community is made up of a diverse cultural and ethnic population.	<ul style="list-style-type: none"> • Who are you? • How is each person unique?
	Students can learn about different cultural and ethnic populations by celebrating and sharing about their own unique heritage.	
	KNOWLEDGE	SKILLS
<p>Students will know:</p> <p>Each member of a diverse classroom community is celebrated.</p> <p>All learners are equal contributors to the classroom community.</p>	<p>Students will be able to:</p> <p>Discuss similarities and differences between members of a classroom community.</p> <p>Value the thoughts and ideas of others.</p>	

<p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in Schools, and in communities.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>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</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p> <p>NJSLS ELA-Literacy.SL.K.1 Participate in collaborative conversations</p>	<p>Feelings and emotions can be expressed using words.</p> <p>Tools and strategies can be used to help regulate emotions.</p> <p>Rules and laws in a community helps us and keeps us safe.</p> <p>Rules are created and followed to keep order and fairness among communities.</p> <p>Rules tell us what to do in order to be safe.</p> <p>People work together to establish a functioning community.</p> <p>Situations can be evaluated as fair and unfair based on community agreements.</p> <p>Roles are established in a functioning community.</p> <p>Follow rules, cooperating and sharing are essential to a well-functioning community.</p> <p>Members of a classroom community need to respect the diverse cultures of its members.</p> <p>Members of a classroom community care for their materials.</p>	<p>Respectively contribute to conversations and acknowledge others' points of view.</p> <p>Identify names of various types of feelings.</p> <p>Categorize emotions as positive and negative.</p> <p>Interpret feelings and use tools (calming corner, sensory bucket, timers, etc.) to build coping skills.</p> <p>Evaluate what makes a good rule or law.</p> <p>Assist in generating and creating classroom rules.</p> <p>Follow classroom rules and routines.</p> <p>Demonstrate appropriate behavior when collaborating with peers.</p> <p>Identify school personnel (principal, vice principal, secretaries, school nurse, custodians, and specials teachers).</p> <p>Analyze and determine fair or unfair situations within the classroom.</p> <p>Design solutions for unfair actions.</p> <p>Accept responsibility by initiating classroom jobs and tasks.</p> <p>Collaborate and play cooperatively during choice time activities.</p> <p>Identify and describe characteristics of various cultures in the classroom.</p>
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<p>with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>NJSLS ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>NJSLS ELA-Literacy.W.K.7 Participate in shared research and writing projects.</p>	<p>Class members plan and pursue collaborative projects.</p> <p>VOCABULARY: rule, law, responsibility, community, fair/unfair, problem/solution, principal, vice principal, secretaries, school nurse, custodians, and specials teachers, Choice Time, play, planning, materials, culture, diversity, ethnicity, acceptance, differences, and unique</p>	<p>Identify and organize classroom supplies and choice time materials.</p> <p>Work cooperatively with peers.</p> <p>Design and construct choice time activities.</p>
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<p>NJSLS ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CASEL Core Competencies <u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognizing strengths • Self-confidence • Self-efficacy <p><u>Self-Management</u></p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal-setting • Organizational skills 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Explaining what classroom or community rules mean • Carrying out classroom tasks (unpacking backpack, putting away supplies, cleaning up materials) • Verbally identifying an unfair action and create a fair solution • Participating as active members during accountable talk sessions. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p>		

- Understand and collaboratively create classroom rules through interactive writing
- Explore students' heritage by researching their name (*What's in a Name Project*)
- Participate in cultural and diverse read alouds
- Participate in accountable talk during Morning Meeting, Read Alouds, and Choice Time
- Tour of the classroom and school identifying important members of a community
- Demonstrate responsibility for assigned tasks
- Identify areas in the classroom and school and their uses by creating labels for each
- Facilitate guided play groups to teach fair and unfair situations (skills addressed: sharing, cooperating, and collaborating)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
Unit I: Individually Unique, Together Complete!

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	Individually Unique, Together Complete!	<p>Suggested Resources</p> <p>Read aloud: <i>The Name Jar</i> by Yangsook Choi <i>Alma, and How She Got Her Name</i> by Juana Martinez-Neal <i>Only One You</i> by Linda Krantz <i>I Am Enough</i> by Grace Byers <i>The Day You Begin</i> by Jacqueline Woodson <i>The Last Stop on Market Street</i> by Matt de le Pena <i>What If We Were All The Same!</i> By C.M. Harris <i>What Should Danny Do? School Day (The Power to Choose Series)</i> by Adir Levy <i>Dreamers</i> by Yuyi Morales</p> <p><i>Know and Follow Rules</i> by C. Meiners <i>Following Rules</i> by C. Mayer <i>Rules for School</i> by A. Greven <i>But Why Can't I</i> by Sue Graves <i>No David</i> by David Shannon <i>Do Unto Otters Book, About Manners</i> by Laurie Keller <i>Kevin Know that Rules</i> by Molly Dowd <i>Schools First Day Of School</i> by Adam Rex <i>Officer Buckle and Gloria</i> by Peggy Rathman <i>Interrupting Chicken</i> by Sylvia Rauss</p> <p>Technology Resources: Brainpopjr.com Resources https://jr.brainpop.com/search/?keyword=kindergarten Kindergarten</p>

		<p>Teacher Resources: <i>Purposeful Play</i> Kristi Mraz <i>Mindset for Learning</i> Kristi Mraz <i>Boosting English Acquisition in Choice time</i> Alison Porcelli and Cheryl Tyler <i>Beautiful Stuff: Learning with Found Materials</i> Cathy Weisman Topal <i>Interactive Writing How Language and Literacy Come Together</i> Andrea McCarrier, Gay Su Pinnell, Irene C. Fountas <i>Assessing and Scaffolding Make-Believe Play</i> Deborah J. Leong and Elena Bodrova</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
UNIT II: Culturally Aware to Show That We Care

TRANSFER: Celebrate differences by understanding customs and traditions of community members.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p> <p>6.1.2.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p>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.</p>	There are many different cultures within the community and world.	<ul style="list-style-type: none"> Why is a family's history important?
	Holidays enable students to connect people and events from the past with the present.	<ul style="list-style-type: none"> What is a holiday?
	Families within a community have different and unique traditions.	<ul style="list-style-type: none"> Why are holidays and celebrations important?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Members of a community contribute to the democratic process by voting in an election.</p> <p>Families around the world celebrate different holidays.</p> <p>Family history is a source of information for individuals to learn about the people and places around them.</p>	<p>Students will be able to:</p> <p>Use acquired knowledge to make an informed decision.</p> <p>Express an opinion by casting a vote.</p> <p>Respect different cultures within the classroom and school community.</p> <p>Demonstrate an understanding of family traditions.</p> <p>Identify the culture their family comes from.</p> <p>Describe important traditions and customs celebrated by their families.</p>

<p>6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>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.</p> <p>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)</p> <p>NJSLS ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS ELA-Literacy.RI.K.3 With prompting and support, describe the</p>	<p>All family structures are not the same.</p> <p>Family members have responsibilities.</p> <p>Daily customs and practices vary from family to family.</p> <p>Diversity among people is respected and celebrated.</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, and the perspectives held by their cultures.</p> <p>Historical events have influenced American cultures and are celebrated on national holidays.</p> <p>Children from long ago lived differently from children today.</p> <p>VOCABULARY: holiday, tradition, culture, historical figure, customs, celebrate, beliefs, Columbus Day, Thanksgiving, Martin Luther King, Jr. Day, President’s Day, Memorial Day, Independence Day, Flag</p>	<p>Compare and contrast family traditions.</p> <p>Identify members of their own family.</p> <p>Describe roles of their family members.</p> <p>Discuss family traditions.</p> <p>Express diversity in families through dramatic play</p> <p>Build awareness of the many ways that families celebrate.</p> <p>Discuss how traditions within a family change over time.</p> <p>Connect important historical American figures with the holidays they are associated with (George Washington, Abraham Lincoln, Martin Luther King, Jr., Pilgrims and Native Americans, and Christopher Columbus).</p> <p>Compare and contrast the lives of children from long ago and today.</p>
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<p>connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>NJSLS ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>NJSLS ELA-Literacy.W.K.7 Participate in shared research and writing projects.</p> <p>NJSLS ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CASEL Core Competencies <u>Social Awareness</u></p> <ul style="list-style-type: none"> • Perspective-taking • Empathy • Appreciating diversity • Respect for others 	<p>Day, Veteran’s Day, vote, election, democratic process, perspective taking, empathy, diversity, respect</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Naming the country/countries that students' family are from
- Describing verbally what happens on famous holidays around the world (Thanksgiving, Independence Day, etc.)
- Participating in the creation of a class book of traditions and customs
- Demonstrating competencies in play roles during choice time based on the Leong Play continuum of growth

KEY LEARNING EVENTS AND INSTRUCTION:

- Create an information book about a holiday or celebration
- Participate in interactive writing events
- Engage in read alouds based on seasonal themes and holidays
- Interactive writing to express strategies on how to be empathetic, flexible, persistent, resilient, and optimistic
- Recognize differences in traditions and cultures during choice time
- Expose students to multiple holidays and traditions by welcoming input from families (parent visitors, activities, foods)
- Compare and contrast different members of a family
- Create a family tree
- Compare and Contrast students' families using Venn Diagrams and family portraits

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
Unit II: Culturally Aware to Show That We Care

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Culturally Aware to Show That We Care	<p>Suggested Resources</p> <p>Read Aloud: Traditions <i>Children Just Like Me: Celebrations!</i> by A. Kindersley <i>Kids Around the World Celebrate: The Best Feasts and Festivals from Many Lands</i> by L. Jones <i>Light the Candle! Bang the Drum!</i> by A. Morris <i>This is My Family</i> by Mercer Mayer</p> <p>Cultural Awareness <i>Think Big Little One</i> by Vashti Harrison <i>It's OK to be Different: A Children's Picture Book About Diversity and Kindness</i> by Sharon Purtill <i>The Proudest Blue</i> by Ibtihja Muhammad <i>Island Born</i> by Junot Diaz <i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw</p> <p>Family <i>The Family Book</i> by Todd Parr <i>Two Homes</i> by Claire Masurel <i>I am a Big Sister</i> by Joanna Cole <i>Mixed Blessing: A Children's Book About a Multi-Racial Family</i> by Marsha Cosman <i>Who's in a Family?</i> by Robert Skutch, <i>The Kissing Hand</i> by Audrey Penn <i>Why Am I Different?</i> by Norma Simon</p>

		<p><i>Our Family Tree</i> by Lisa Wesberg Peters <i>Tell Me Again About the Night I Was Born</i> by Jamie Lee Curtis</p> <p>Technology Resources: Brainpopjr.com Resources Holidays- Columbus Day, Winter Holidays, George Washington, Thanksgiving, Calendar and dates, Fall, Halloween, Martin Luther King, Jr.</p> <p>Safari Montage Resources Sid The Science Kid: Sid’s Holiday Adventure, Thanksgiving Day, Martin Luther King, Jr. Day</p> <p>http://www.apples4theteacher.com/holidays/ List of Holidays</p> <p>Teacher Resources: <i>Purposeful Play</i> Kristi Mraz <i>Mindset for Learning</i> Kristi Mraz <i>Boosting English Acquisition in Choice time</i> Alison Porcelli and Cheryl Tyler <i>Beautiful Stuff: Learning with Found Materials</i> Cathy Weisman Topal <i>Interactive Writing How Language and Literacy Come Together</i> Andrea McCarrier, Gay Su Pinnell, Irene C. Fountas <i>Assessing and Scaffolding Make-Believe Play</i> Deborah J. Leong and Elena Bodrova</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
UNIT III: Contribute to Our Community to Create Unity!

TRANSFER: Work together, towards common goals, to benefit the greater good.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p>	A good friend has many positive characteristics.	<ul style="list-style-type: none"> • What does it mean to be a good friend?
	People have varying needs and wants based on their purpose and resources.	<ul style="list-style-type: none"> • How can we decide what people need/want?
	Being a member of a class or group requires cooperation, following the rules and being responsible.	<ul style="list-style-type: none"> • How do we contribute to our community in a respectful, responsible, and safe way?
<p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p>	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:
	<p>Positive relationships are built and maintained overtime.</p> <p>Students are unique and different.</p> <p>People are made up of many qualities.</p> <p>A group works collaboratively to achieve a goal.</p>	<p>Build interpersonal relationships with their peers through dramatic play (how to be empathetic, flexible, persistent, resilient, and optimistic).</p> <p>Express individuality and diversity.</p> <p>Describe the attributes of a good friend.</p> <p>Understand group dynamics to function successfully within a group.</p>

<p>6.1.2.Geo.GI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconET.1 Explain the difference between needs and wants.</p> <p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>6.1.2.EconEM.3 Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)</p> <p>NJSLS ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS ELA-Literacy.SL.K.5 Add drawings or other visual displays to</p>	<p>People must be treated equally and fairly.</p> <p>A “want” is an optional item, while a “need” is a necessity to live.</p> <p>Differences exist between the wants and needs of people and families.</p> <p>Goods and services are both created and used by the members of a community.</p> <p>VOCABULARY: empathy, flexibility, persistence, resilience, optimism, community, want, need, economy, goods, services, trade</p>	<p>Compare and contrast behaviors exhibited by friends.</p> <p>Discuss and model appropriate interactions with peers.</p> <p>Compare and contrast a want and a need.</p> <p>Role-play members of a community or family and establish wants and needs.</p> <p>Design a class store to sell items that are needed by the community.</p> <p>Establish normed goods for the community.</p> <p>Develop goods based on the needs of the members of the community.</p> <p>Create a system of commerce for trade of items.</p>
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descriptions as desired to provide additional detail.

NJSLS ELA-Literacy.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS ELA-Literacy.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

NJSLS ELA-Literacy.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

NJSLS ELA-Literacy.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

NJSLS ELA-Literacy.W.K.7

Participate in shared research and writing projects.

NJSLS ELA-Literacy.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS ELA-Literacy.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<p>CASEL Core Competencies <u>Relationship Skills</u></p> <ul style="list-style-type: none"> • Communication • Social engagement • Relationship-building • Teamwork 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by....</p> <ul style="list-style-type: none"> • Role playing discussions demonstrating qualities of a good friend • Identifying needs versus wants and prioritizing items that are essential for the community • Demonstrating competencies in play roles during choice time based on the Leong Play continuum of growth <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Guided play groups and choice time Mini Lessons on being empathetic, flexible, persistent, resilient, and optimistic • Interactive writing to express strategies (how to be empathetic, flexible, persistent, resilient, and optimistic) • Creating and maintaining a class store, constructing goods needed and selling items • Participating in surveying the wants and needs to students in the classroom in order to stock the class store • Reflecting on choice time, recess and lunch and modify or create rules that will help the school community to continue to be successful 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten- Social Studies
Unit III: Contribute to Our Community to Create Unity!

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Contribute to Our Community to Create Unity!	<p>Suggested Resources</p> <p>Read Alouds:</p> <p>Friendship <i>Pout Pout Fish</i> by Debrah Diesen <i>Enemy Pie</i> by Derek Munson <i>Spaghetti in a Hot Dog Bun</i> by Maria Dismondy <i>The Recess Queen</i> by Alexis O’Neill <i>What if Everyone Did That?</i> by Ellen Javernick <i>Stick and Stone</i> by Beth Ferry <i>Beekle</i> by Dan Santat, <i>The Crayon Box that Talked</i> by Shane Derolf</p> <p>Community <i>A Chair for my Mother</i> by Vera B. Williams <i>Good People Everywhere</i> by Lynea Gillen <i>All Are Welcome</i> by Alexandra Penfold <i>Our Class is a Family</i> by Shannon Olsen <i>Maybe Something Beautiful</i> by F. Isabel Campoy <i>Fry Bread: A Native American Family Story</i> by Kevin Noble Maillard <i>Carmela Full of Wishes</i> by Matt De La Pena</p>

		<p>Technology Resources: BrainpopJr. Resources School https://jr.brainpop.com/search/?keyword=school Friends https://jr.brainpop.com/search/?keyword=friend</p> <p>Pinterest Resources https://www.pinterest.com/pin/146437425357515864/ Family Tree</p> <p>Teacher Resources: <i>Purposeful Play</i> Kristi Mraz <i>Mindset for Learning</i> Kristi Mraz <i>Boosting English Acquisition in Choice time</i> Alison Porcelli and Cheryl Tyler <i>Beautiful Stuff: Learning with Found Materials</i> Cathy Weisman Topal <i>Interactive Writing How Language and Literacy Come Together</i> Andrea McCarrier, Gay Su Pinnell, Irene C. Fountas <i>Assessing and Scaffolding Make- Believe Play</i> Deborah J. Leong and Elena Bodrova</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
UNIT IV: Take a Stand, Lend a Helping Hand!

TRANSFER: Take on the essential roles of a community to keep it strong and thriving.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2 Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1</p>	Everyone is part of a larger neighborhood and community.	<ul style="list-style-type: none"> • How does my neighborhood keep me safe, healthy, and learning? • What is our community made of?
	There are different types of communities.	<ul style="list-style-type: none"> • What community do you belong to? • Why are communities important?
	There are many people within a community and individuals contribute to meet the needs of community members.	<ul style="list-style-type: none"> • How do people help in our community? • Why do we need community helpers?
	Maps are tools that help us.	<ul style="list-style-type: none"> • Why do we use maps?
	KNOWLEDGE	SKILLS
<p>Students will know:</p> <p>Everyone is part of a larger neighborhood and community.</p> <p>Students are citizens of the town of Randolph.</p> <p>Neighborhoods contain many essential places to function.</p>	<p>Students will be able to:</p> <p>Identify the neighborhood in which they live.</p> <p>Understand citizens are the members of a community.</p> <p>Identify and list the roles of a citizen in a community.</p>	

<p>Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make Decisions</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>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).</p> <p>6.1.2.Geo.SV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2</p>	<p>All homes and neighborhoods do not look the same.</p> <p>Communities are planned and thought out with various or varying components to make it successful.</p> <p>Communities include home, neighborhood, school, and town.</p> <p>Community helpers are members in the community who help keep us safe, healthy, and happy.</p> <p>Symbols on a map are used to represent important places.</p> <p>Maps show the difference between land and water.</p> <p>VOCABULARY: map, symbol, key, neighborhood, attribute, home, community, town, community helpers (police, firemen, teachers, doctors, nurses, EMT/paramedic, construction workers, librarian, etc.), citizen, role</p>	<p>Name and describe places of importance in their neighborhood.</p> <p>Describe the physical attributes of their home and neighborhood.</p> <p>Plan and create an ideal community.</p> <p>Create a classroom map using symbols defined by a map key.</p> <p>Recognize and label different types of communities.</p> <p>Identify, discuss, and role play the duties of a range of community helpers.</p> <p>Describe and implement roles of community helpers through dramatic play.</p> <p>Describe and analyze the ways that community helpers benefit the community.</p> <p>Identify and use symbols to represent features on a map.</p> <p>Locate symbols on a map.</p> <p>Distinguish between land and water on a map.</p>
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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.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).

NJSLS ELA-Literacy.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

NJSLS ELA-Literacy.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

NJSLS ELA-Literacy.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

NJSLS ELA-Literacy.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

<p>NJSLS ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>NJSLS ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>NJSLS ELA-Literacy.W.K.7 Participate in shared research and writing projects.</p> <p>NJSLS ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CASEL Core Competencies <u>Responsible Decision Making</u></p> <ul style="list-style-type: none"> • Identifying problems • Analyzing situations 		
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| <ul style="list-style-type: none"> • Solving problems • Evaluating • Reflecting • Ethical responsibility | | |
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating map or model of the classroom using symbols that are accurately depicted in a map key
- Comparing and contrasting different types of neighborhoods using a Venn diagram
- Creating a self-portrait of a chosen community helper occupation and write to explain
- Demonstrating competencies in play roles during choice time based on the Leong Play continuum of growth

KEY LEARNING EVENTS AND INSTRUCTION:

- Read alouds related to communities, neighborhoods, and community helpers
- Interactive writing to express strategies on how to be empathetic, flexible, persistent, resilient, and optimistic within the community
- Recognize communities and community helpers during choice time
- Create specific types of communities (rural, suburban, urban) communities during choice time
- Creating a “Who’s Who In Our Neighborhood” book
- Taking digital photographs around neighborhoods and school and label them

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten: Social Studies
Take a Stand, Lend a Helping Hand!

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Take a Stand, Lend a Helping Hand!	<p>Suggested Resources</p> <p>Read Aloud: Neighborhood and Community Books <i>Franklin’s Neighborhood</i> by Paulette Bourgeois <i>The World Around Us</i> by Rosemary Wells <i>In Lucia’s Neighborhood</i> by Pat Shewchuk <i>Keate’s Neighborhood</i> by Ezra Jack Keates <i>My Neighborhood: Places and Faces</i> by Lisa Bullard <i>Where Do I Live?</i> by Neil Chesanow</p> <p>Community Helpers Read Aloud <i>Richard Scarry’s What Do People Do All Day?</i> by Richard Scarry <i>Community Helpers at Work Series</i> by Heather Adamson <i>Jobs People Do</i> by DK Publishing <i>The Berenstain Bears: Jobs Around Town</i> by Stan Berenstain</p> <p>Geography <i>Follow that Map</i> by Scot Richie <i>Me on the Map</i> by Joan Sweeney <i>Maps and Globes</i> by Jack Knowlton <i>There’s a Map on my Lap</i> by Tish Rabe <i>My Map Book</i> by Sara Fanelli <i>As the Crow Flies</i> by Gail Hartman</p> <p>Technology Resources: Pinterest Resources:</p>

		<p>https://www.pinterest.com/pin/245516617161785513/ Community Helpers Anchor Chart</p> <p>https://www.pinterest.com/pin/122441683593814005/ Ideal Community Building Model</p> <p>https://www.pinterest.com/pin/358599189059475758/ Community Helpers Sorting Mats</p> <p>https://www.pinterest.com/pin/138767232238251435/ Distinguishing Between Water and Land</p> <p>Teachers Pay Teachers Resources</p> <p>https://www.pinterest.com/pin/358599189059475758/ Community Helper Flip Book (free)</p> <p>Draw a map on KidPix</p> <p>http://mapzone.ordnancesurvey.co.uk/mapzone/</p> <p>http://kindergartencorps.blogspot.ca/2014/10/social-studies-in-kindergarten-maps-and.html?m=1 Blog about Maps and Community</p> <p>Teacher Resources:</p> <p><i>Purposeful Play</i> Kristi Mraz</p> <p><i>Mindset for Learning</i> Kristi Mraz</p> <p><i>Boosting English Acquisition in Choice time</i> Alison Porcelli and Cheryl Tyler</p> <p><i>Beautiful Stuff: Learning with Found Materials</i> Cathy Weisman Topal</p> <p><i>Interactive Writing How Language and Literacy Come Together</i> Andrea McCarrier, Gay Su Pinnell, Irene C. Fountas</p> <p><i>Assessing and Scaffolding Make- Believe Play</i> Deborah J. Leong and Elena Bodrova</p>
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APPENDIX A

K-1 Crosswalk

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Kindergarten	Individually Unique, Together Complete			Culturally Aware to Show That we Care		Contribute to our Community to Create Unity		Take a Stand, Lend a Helping Hand		
First	Rules and Government		Leaders and Symbols		Communities		Needs and Wants		Maps	

APPEND B- Leong Play Rubric

Five Stages in a Child's Make-Believe Play					
	1. First Scripts	2. Roles in Action	3. Roles with Rules and Beginning Scenarios	4. Mature Roles, Planned Scenarios, and Symbolic Props	5. Dramatization, Multiple Themes, Multiple Roles, and Director's Play
Plan	Does not plan during play.	Does not plan during play.	Plans roles; actions are named prior to play.	Plans each scenario in advance.	Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario.
Roles	Does not have roles.	Acts first and then decides on roles. No rules are revealed.	Has roles with rules that can be violated.	Has complex, multiple roles.	Can play more than one role at a time. Roles have social relationships.
Props	Plays with objects as objects.	Plays with objects as props. Actions with a prop result in a role.	Needs a prop for the role.	Chooses symbolic and pretend props.	Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles.
Extended time frame	Explores objects, but not play scenarios.	Creates scenarios that last a few minutes.	Creates scenarios that last 10–15 minutes.	Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days.	Creates scenarios that last all day and over several days. Play can be interrupted and restarted.
Language	Uses little language.	Uses language to describe actions.	Uses language to describe roles and actions.	Uses language to describe roles and actions. Uses role speech.	Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech.
Scenario	Does not create a scenario. Can copy what the teacher does and says or will follow the teacher's directions if script is simple and repetitive.	Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support.	Plays familiar scripts fully. Accepts new script ideas.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature.

APPENDIX C
CASEL Core Competencies
(Collaboration for Academic, Social and Emotional Learning)

