

Pequannock Township School District

Curriculum Syllabus

Social Studies- Kindergarten

Course Description:

In this Kindergarten Social Studies curriculum, “My World,” students will explore their world as it relates to their immediate family, surroundings, and experiences. Students will examine what defines their immediate family, their holidays and traditions, their life in school, and those whom they encounter in their lives, such as doctors, teachers, police, etc. Students will explore these topics in the context of the digital age, allowing 21st century learners to transcend the limits of time and place and experience these topics in a variety of ways. This social studies curriculum will integrate reading and language arts to create a more transparent and fluid curriculum across the disciplines. This will provide Kindergarten learners with the knowledge, skills and perspectives needed to become active, informed citizens and contributing members of communities in today's ever-changing society.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

- 6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.4: Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6: Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

- 6.1.4.A.8: Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9: Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12: Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.13: Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.10: Actively engage in group reading activities with purpose and understanding
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- NJSLA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about, state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Scope and Sequence

	Unit Title	STEM or Humanities	Weeks
	Unit: My School, My Classroom	Humanities	6 Weeks
	Unit Plan: Effects of Sun	Stem	3 weeks/15 days
	Unit: My Family	Humanities	6 Weeks
	Unit Plan: Weather	Stem	2 weeks/10 days
	Unit: My Holidays and Traditions	Humanities	7 Weeks
	Unit Plan: Pushes and Pulls	Stem	3 weeks/15 days
	Unit: People in My World	Humanities	6 Weeks
	Unit Plan: Needs of Living Things and Humans	Stem	7 weeks/35 days

Assessments

- Aligned to ELA and student needs.
- Pictures
- Oral Arguments

Curriculum Resources

<http://www.njamistadcurriculum.net/>

<http://pbskids.org/video/>.

<https://www.state.nj.us/education/holocaust/resources/>

Alexander and the Terrible, Horrible, No Good, Very Bad Day

A Day in the Life of a Construction Worker

I Want to be a Teacher

Firefly book

A Day in the Life of a Firefighter

I want to be a Nurse

A Day with a Mail Carrier

Yoko, Me I Am!
Bread is for Eating

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Read nightly to your child. Practice sight words.