

**WEYMOUTH TOWNSHIP SCHOOL**

**SOCIAL STUDIES CURRICULUM**

**Grade K**

Adopted: September 2022 BOE Revised and Approved: August 2023

## Pacing Guide

Unit Number	Topic of Study Duration
1	Civics September/October
2	History November/December
3	Geography January/February/March
4	Economics April/May/June
5	Holidays Ongoing throughout year

### Unit 1 Overview

**Unit Title:** Civics

**Unit Summary:** This unit introduces students to life at a new school with new friends. Kindergarten students will be introduced to several different topics in an effort to create a strong classroom community. The unit topics addressed will include how to get along with others, making new friends, solving problems, how to be a good helper and classroom rules. Students will engage in interactive learning experiences which will help them to see how they fit into their new classroom community and their responsibilities as a student in the class.

**Suggested Pacing:** 8 lessons (TCI Unit 2 Lessons 4-8)

**Unit Essential Questions:**

- How do I get along with others?
- How do I make friends?
- How do I solve problems with others?
- How can I be a good helper at school?

**Unit Enduring Understandings:**

- We explore feelings that come with friendships and show compassion for one another
- Working and talking through problems is a key component of friendship
- Helping one another, having respect and being a part of a classroom community is essential for learning
- Holidays are an important part of our American culture and every family enjoys their own traditions for different holidays.
- Getting along with others is important.
- Knowing that helpful, courteous, fair, compassionate, and responsible behaviors are essential
- Identify reasons for rules at home and at school.
- Understanding what it means to be a friend.
- Knowing the difference between friendly (kind) and unfriendly (selfish) behavior.
- Describe responsibilities in our classroom community

**Evidence of Learning**

**Formative Assessments:** Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

**Summative Assessments:** Lesson 4 through 7 assessments - These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

**Alternative Assessments:** Star of the Week Poster, Class jobs

<p><b>Objectives</b> (Students will be able to...)</p>	<p><b>Key Concepts      Suggested Assessments</b> (Students will know...)</p>	<p><b>Standards (NJSLs)</b></p>
<p>TCI Lesson 4: Students will be able to understand what it means to get along.</p>	<p>Identify helpful, courteous, fair, compassionate, and responsible behaviors.</p> <p>Draw a picture of a good listener. (in student journal)</p>	<p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals</p>

	<p>Identify reasons for rules at home and school.</p> <p>Practice communication skills.</p> <p>Take turns, contribute to class discussions, and follow directions.</p> <p>Use different kinds of voices appropriately.</p> <p>Vocabulary: get along</p> <p>Draw a picture of one good choice you make. (in student journal)</p>	<p>collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>L.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
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<p>TCI Lesson 5: Students will be able to understand what it means to be a friend.</p> <p>TCI Lesson 6: Students will be able to understand how to solve problems with others.</p>	<p>Define what it means to be a friend.</p> <p>Distinguish between friendly (kind) and unfriendly (selfish) behavior.</p> <p>Perform modeled social interactions (speaking and listening).</p> <p>Vocabulary: introduce</p> <p>Identify situations in which conflict resolution is needed.</p> <p>Practice and recite four steps to solving a problem or conflict with others.</p> <p>Vocabulary: calm down, solution</p> <p>Draw a picture of you being kind and sharing with a friend. (in student journal)</p> <p>Introduce yourself and draw a picture. (in student journal)</p> <p>Draw a picture of a problem. Then draw a picture of a solution. (in student journal)</p> <p>Draw a picture of each of the 4 “Lets Talk It Out” steps. (in student journal)</p>	<p>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 and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>SL.K.1.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).</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>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 and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>9.3.HT-RFB.4- Demonstrate leadership qualities and collaboration with others.</b></p>
<p>TCI Lesson 7: Students will be able to understand how to be a good helper at school.</p>	<p>Identify behaviors that are helpful to others.</p> <p>Describe four responsibilities in the classroom community.</p> <p>Know the terms to describe various locations in the school.</p> <p>Practice “good helper” skills.</p> <p>Vocabulary: directions</p> <p>Show you can put away things in the correct spot in the classroom. (in student journal)</p>	<p>L.K.1.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).</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><b>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</b></p>

## Unit 2 Overview

**Unit Title:** History

**Unit Summary:** Kindergarten students will learn that there are many ways to describe who they are. They will learn that there are many similarities and differences between themselves and their classmates. Students will interpret different feelings and the facial expressions that go along with those feelings. Students will explore that families are different and what makes their family so special. Students will identify similarities and differences among time periods.

**Suggested Pacing:** 7 lessons (TCI Unit 1 - Lessons 1-3)

### Learning Targets

**Unit Essential Questions:**

- Who am I?
- What is family?
- How is our life different from long ago?

**Unit Enduring Understandings:**

- We are special and unique with ideas, talents and thoughts to share
- There are similarities and differences among students in the class.
- Caring, having empathy and respecting one another is essential
- Understanding different feelings and interpreting facial expressions.
- What makes a family
- Families are alike and different with different beliefs and customs/traditions
- The past and present show differences

### Evidence of Learning

**Formative Assessments:** Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

**Summative Assessments:** Lesson 1 through 3 assessments -These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

**Alternative Assessments:** Create a family tree

## Unit 3 Overview

**Unit Title:** Geography

**Unit Summary:** Kindergarten students will identify simple map skills. They will make a connection between their neighborhood, city, state and country and identify them on a map. Students will compare and contrast how people live around the world. They will explore similarities and differences among daily tasks, technology and laws.

**Suggested Pacing:** 7 lessons (TCI Unit 3 - Lessons 9-11)

### Learning Targets

**Unit Essential Questions:**

- What is in my neighborhood?
- Where am I in the world?
- How do people live around the world?

**Unit Enduring Understandings:**

- Learning their neighborhood, city, state, country and identifying them on a map help understand where they are in the world
- Understanding map symbols and legends are important for reading a map
- People have similarities and differences around the world including their daily activities and laws
- How cultures have different technology use from today and in the past

**Evidence of Learning**

**Formative Assessments:** Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

**Summative Assessments:** Lesson 9 through 11 assessments -These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

**Alternative Assessments:** Create map of the school/classroom or of your home/bedroom

<b>Objectives</b> <small>(Students will be able to...)</small>	<b>Key Concepts</b> <small>(Students will know...)</small>	<b>Assessments</b> <b>(NJSL)</b>
<p>TCI Lesson 9: Students will be able to understand characteristics of a neighborhood.</p> <p>TCI Lesson 9: Students will be able to understand characteristics of a map.</p>	<p>Identify characteristics of a neighborhood.</p> <p>Plan and create a model and a map of a neighborhood.</p> <p>Identify map symbols.</p> <p>Create a map key and color code it.</p> <p>Vocabulary: map, neighbor, neighborhood</p>	<p>Make a color map key to show four places in a neighborhood. (in student journal)</p> <p>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).</p> <p>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).</p>

<p>TCI Lesson 10: Students will be able to understand where they live in the world.</p>	<p>Identify one's own city and state and locate them on the map. Identify examples of a city, state, county, and world. (in student journal)</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of</p> <p>Name the country in which we live.</p> <p>Distinguish between land and water on a globe and map.</p> <p>Vocabulary: city, state, country, world</p> <p>each student's assigned seat in the classroom, needs more thought).</p> <p>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).</p> <p>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).</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>TCI Lesson 11: Students will be able to understand similarities and differences in cultures around the world.</p>	<p>Describe similarities and differences among people and their daily activities.</p> <p>Compare written words, family meals, games, music and laws in different cultures.</p> <p>Compare technology use today with how things were done long ago.</p> <p>Describe how technology helps people accomplish specific tasks.</p> <p>Vocabulary: language, law</p> <p>Compare eating, learning, playing, or listening to music in two different countries. (in student journal)</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p><b>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas</b></p> <p><b>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</b></p> <p><b>8.2.8.ITH.1: Explain how the development and use of technology</b></p>

influences economic, political, social, and cultural issues.

### Unit 4 Overview

**Unit Title:** Economics

**Unit Summary:** Kindergarten students will identify and understand the differences between what people need and want. Students will recognize the basic needs of food, shelter and clothing and how these needs are met in different places around the world. Students will learn ways to take care of the Earth with recycling, reusing and reducing waste.

**Suggested Pacing:** 5 lessons (TCI Unit 4 - Lessons 12-13)

### Learning Targets

**Unit Essential Questions:**

- What do people need and want?
- How can I help take care of the world?

**Unit Enduring Understandings:**

- The basic human needs of food, clothing, and shelter are different in different cultures
- There are differences between needs and wants within cultures
- There are various ways needs can be met in different places. In the United States and around the world
- It is important to take care of the Earth
- How household products can be reduced, reused and recycled

### Evidence of Learning

**Formative Assessments:** Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

**Summative Assessments:** Lessons 12-13 assessments -These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

**Alternative Assessments:**

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b>  (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSL)</b>
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<p>TCI Lesson 12: Students will be able to understand the difference between wants and needs.</p>	<p>Identify the basic human needs of food, clothes, and water.</p> <p>Write and draw pictures of things you need and want. (in student journal)</p> <p>Explain the difference between needs and wants.</p> <p>Explain various ways that needs can be met in different places.</p> <p>Identify prices of products and make economic decisions.</p> <p>Vocabulary: needs, shelter, wants</p> <p>6.1.2.Econ.ET.1: Explain the difference between needs and wants.</p> <p>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).</p> <p><b>9.1.2.FP.2: Differentiate between financial wants and needs.</b></p>
<p>TCI Lesson 13: Students will be able to understand ways to help take care of the world.</p>	<p>Names ways to help save natural resources and help take care of the world.</p> <p>Write or draw a picture of one way you can reuse, reduce, or recycle. (in student journal)</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about</p>

	<p>Identify and sort recyclable items into four categories.</p> <p>Demonstrate How Things Can Be reused.</p> <p>Identify Shopping Choices That will help reduce waste.</p> <p>Make An Economic Choice To Spend or save.</p> <p>Vocabulary: garbage, recycle, reduce, reuse</p> <p>kindergarten topics and texts with peers</p> <p>And adults in small and larger groups.</p> <p>L.K.5.A.Sort Common Objects Into categories(e.g.,shapes,foods)to gain a sense of the concepts the categories represent.</p> <p>L.K.5C.Identify Real-life connections between words and their use(e.g.,note places at school that are colorful).</p> <p>L.K.6.Use Words And Phrases Acquired through conversations,reading and being read to,and responding to texts.</p> <p><b>9.4.12.CT.2:Explain The Potential benefits of collaborating to enhance critical thinking and problem solving</b></p>
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## Unit 5 Overview

**Unit Title:** Holidays

**Unit Summary:** This unit introduces students to holidays and cultures celebrated and recognized in the United States and around the world.

**Suggested Pacing:** ongoing throughout the year (TCI Lesson 8 and other resources)

### Learning Targets

**Unit Essential Questions:**

- What winter holidays are celebrated around the world?
- What holidays are celebrated in America?
- How do we celebrate cultural differences?
- How has black history shaped the United States?
- How have women in history shaped the United States?

**Unit Enduring Understandings:**

- United States celebrates many holidays during the year
- Many cultures in the United States celebrate different holidays as well as around the world
- Many cultures in the United States have different traditions
- We have different traditions within our families
- The importance of Black History and Women History in the United States

### Evidence of Learning

**Formative Assessments:** Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

**Summative Assessments:** Lessons 8 assessment includes open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

**Alternative Assessments:** holiday projects throughout the year

Objectives <small>(Students will be able to...)</small>	Suggested  Key Concepts  <small>(Students will know...)</small>	Suggested  Assessments	Standards   (NJSL)
<p>TCI Lesson 8: Students will be able to understand national holidays celebrated in the United States.</p>	<p>Identify the flag as a national symbol.</p> <p>Discuss great leaders in the history of the United States. (presidents day, MLK)</p> <p>Vocabulary: federal holiday,</p>	<p>Draw a symbol for a holiday. (in student journal)</p>	<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs</p>

	patriotic	of the American identity.
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Women in History: Students will be able to recognize important women in the world.  
Discuss and read about important women in the world.

Understand why we celebrate women in history  
Draw a picture of an important woman in your life. Write a sentence that matches the picture.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  
L.K.4. Determine or clarify the

meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

<p>Asain American and Pacific Islander Heritage: Students will be able to understand the Asain American and Pacific Islander culture.</p>	<p>Discuss and read about important Asain American and Pacific Islander people.  Understand why we celebrate these people and cultures.</p>	<p>Draw a picture about a new person you learned about and write one new fact to match the picture.</p>	<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>MLK Day: Students will be able to recognize and understand the importance of MLK day.</p>	<p>Understand who MLK is and why we celebrate him.</p>	<p>Write about a dream you have for the world to be a better place.</p>	<p>6.1.2.CivicsDP.3. Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>President's Day: Students will be able to understand what President's Day is in our country and how it is celebrated.</p>	<p>Understand what a president is and the importance of their job.  Read about and discuss different presidents in the United States.</p>	<p>Write about what you would do if you were president.</p>	<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.  6.1.2.CivicsDP.3. Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
<p>Winter Holidays Around the World: Students will be able to understand different winter holidays around the world and how they are celebrated.</p>	<p>Discuss Christmas, New Years, Hanukkah, Kwanza and Chinese New Years.</p>	<p>Create Holiday cards  Write about family traditions</p>	<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

	Understand what traditions are and how all families and cultures are different.	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Black History Month	Discuss and read about important people in Black History.  Write about a new person you learned about and draw a picture to match.	L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

### Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

#### 21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	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.

<b>Evidence of Learning</b> <b>Summative and Benchmark Assessments</b>	<b>Formative Assessments and Alternative Activities</b>	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

### **Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

## Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments  
 Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>	<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
<b>I&amp;RS/At Risk</b> Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	<b>In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:</b> <ul style="list-style-type: none"> <li>● Interdisciplinary connections (<a href="#">N.J.A.C. 6A:8-1.1</a>)</li> <li>● 21st century themes and skills (<a href="#">N.J.A.C. 6A:8-1.1</a>)*</li> <li>● Holocaust and genocides (<a href="#">N.J.S.A. 18A:35-28</a>)*</li> <li>● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*</li> </ul>

- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Asian American, Pacific Islander history and contributions ([J.S.A 18A:35-4.44](#))

#### **Elementary Social Studies Requirements**

- Course of study in civics, geography and history of New Jersey\* ([N.J.S.A. 18A:35-3](#))

#### **Internet Resources**

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau [http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Teaching History - [www.teachinghistory.org](http://www.teachinghistory.org) - Provides lesson plans, primary sources, and resources for teaching history effectively.

Library of Congress - [www.loc.gov](http://www.loc.gov) - Offers a vast collection of primary sources and teaching materials for U.S. history and social studies.

PBS Learning Media - [www.pbslearningmedia.org](http://www.pbslearningmedia.org) - Features a wealth of educational videos, interactive lessons, and primary source materials for social studies.

Smithsonian Education - [www.smithsonianeducation.org](http://www.smithsonianeducation.org) - The Smithsonian Institution offers a wide range of educational resources, including lesson plans and interactive activities related to history and culture.

Textbook Supplements [www.tci.com](http://www.tci.com)