

Fairfield Township School District

Kindergarten Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 1: Civics, Government, and Human Rights	Pacing: 10 weeks (September-November)
Essential Questions	Enduring Understandings
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>How do people in a community live, work, and cooperate with each other?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p> <p>The importance of being a good citizen in school and at home.</p>
Core Standards	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>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.</p> <p>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</p>	<p>Objectives:</p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss the importance of rules and how rules allow citizens to work together. Discuss positive incentives for following rules as well as potential consequences of violating rules.</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen.</p> <p>Illustrate how students interact or connect with the community where people live, work and play.</p> <p>Define and demonstrate responsibility in the classroom setting.</p> <p>Identify and define various community workers and their role within the community.</p> <p>Conduct mock elections that give students an understanding of democracy.</p> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p>

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<p>American democracy.</p> <p>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.</p> <p>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.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer-based research, class presentation</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p> <p>NJAmistadcurriculum.net</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p> <p>Reading Street Series</p> <p>Journey's Reading Series</p> <p>List of supplemental resources:</p> <p><i>Being Fair</i> by Cassie Mayer</p> <p><i>Living in Urban Communities</i> by Kristin Sterling</p> <p><i>Citizenship</i> by Ann-Marie Kishel</p>	

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We the Kids; the preamble to the Constitution of the United States by David Catrow
The U.S. Constitution by Christine Peterson
Duck for President by Doreen Cronin

Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Presentations

Collaboration

Unit Test

Curriculum Guide

Subject: Social Studies	Grade Level: K
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Unit 2: History, Culture, and Perspectives	Pacing: 10 weeks, Nov.-Feb
Essential Questions	Enduring Understandings
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p> <p>What winter holidays are celebrated around the world?</p>	<p>We remember the historical figures and events because of their contributions to history.</p> <p>Cultures celebrate various holidays in different ways.</p>
Core Standards	Classroom Applications
<p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior.</p> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.19 Explain how experiences and events may be</p>	<p><u>Objectives:</u> Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln) Personal, family, and community history is a source of information for individuals about the people and places around them. Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. Cultures struggle to maintain traditions in a changing society. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. Distinguish between a need and a want.</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Read Aloud, Think-Pair-Share, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 Teacher redirect/re-teach, peer helper Enrichment: computer based research, presentations Limited English Proficiency: Vocabulary support, word/picture association.</p>

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<p>interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>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.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>ELA/Literacy:</p> <p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><u>Career Ready Practices</u></p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p> <p>Reading Street Series Journey's Reading Series</p> <p><i>Supplemental Books to be read:</i></p>	

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Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

Websites:

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 3: Geography, People and the Environment	Pacing: 10 weeks (mid-February-April)
Essential Questions	Enduring Understandings
Why is it important to take care of	

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<p>Earth? Why is it important to recycle? What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas? How can I be a good citizen or friend to the earth? Why do we study important people and cultures throughout history?</p>	<p>It is important and essential to know how to care for the earth.</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p> <p>We remember the historical figures and events because of their contributions to history.</p>
<p>Standards</p>	<p>Classroom Applications</p>
<p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.B.8 Compare ways people choose to use and distribute natural resources. 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><u>Objectives:</u> Create a map showing neighborhood landmarks. Locate New Jersey and bordering states on a map. Locate the United States, Canada, and Mexico on a map.</p> <p>Explain the difference between different types of maps and what can be found on different types of maps. Identify and explain how to reduce, reuse, and recycle. Identify ways people can conserve and replenish natural resources. Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln)</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Think-Pair-Share, Read Aloud, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer-based research, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u> 21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u> CRP2 Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (*related websites, reference materials, etc.*)

Reading Street Series
 Journey's Reading Series

Supplemental List of books to be used:

Green Earth: Variety Pack (*Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy*)

Exploring Earth's Resources: Variety Pack (*Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water*)

Ten Things I Can Do to Help My World by Melanie Wals

50 simple things kids can do to save the earth by the Earth Works Group

Earth Day by Linda Lowrey

Earth Day by Robin Nelson

Let's Celebrate Earth Day by Connie Roop

The Earth Book by Todd Parr

The Whole World in Your Hands -- a book about maps by Melvin and Gilda Berger

There's a Map on My Lap by Tish Rabe

Me on the Map by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Unit Assessment Opportunities:

Journal Entries and Response Sheets
 Observations, Questioning, and Discussions
 Comprehension Checks in Literature
 Presentations
 Collaboration

Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 4: Economics, Innovation, & Technology	Pacing: 10 weeks, Apr.- June
Essential Questions	Enduring Understandings

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<p>Why is it important to work? How have innovations and inventions helped shape our lives today? How do limited resources affect society. What is the role of a producer? What is the role of a consumer?</p>	<p>Working and practicing good citizenship allows people to contribute positively to their society. Inventions and innovations have helped shape our lives today. Not all countries have the same available resources. Understand roles of producers and consumers in society.</p>
<p>Core Standards</p>	<p>Classroom Applications</p>
<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4.C.3 Explain why incentives vary between and among producers and consumers. 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services. 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world. 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>	<p><u>Objectives:</u> Availability of resources affects economic outcomes. Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. Discuss roles of a producer and consumer. Compare and contrast resources available in other countries that the United States.</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure Strategies: Read aloud, Think-pair-share, investigations, guided explorations, group and individual projects</p> <p>Materials: mentor texts, internet, supplemental books</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, presentations Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u> ELA/Literacy: CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	

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CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Reading Street Series

Journey's Reading Series

Supplemental Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

 Earning Money

 Saving Money

 What Is Money?

 Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

Unit Assessment Opportunities:

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- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations
- Collaboration
- Unit test/alternative assessments

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