



# **Kindergarten Social Studies Curriculum**

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**Wayne School District**  
**Social Studies Curriculum**

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| <b>Content Area/Grade Level</b>  | Social Studies/ Kindergarten              |
| <b>Unit Plan Title</b>   | Symbols                                   |
| <b>Time Frame</b>  | 12 weeks throughout year when appropriate |
| <b>Anchor Standards/Domain</b>   |   |
| <b>New Jersey Student Learning Standards for Social Studies, K-2</b><br>6.1 U.S. History: America in the World<br>Amistad Mandate<br>Asian American Pacific Islander Mandate<br>Holocaust Mandate  |   |
| <b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b><br>Global and Cultural Awareness   |   |
| <b>New Jersey Student Learning Standards for English Language Arts, Grade K</b><br>Anchor Standards for Reading: Range of Reading and Level of Text Complexity<br>Anchor Standards for Writing: Production and Distribution of Writing<br>Anchor Standards for Speaking and Listening: Comprehension and Collaboration   |   |
| <b>WIDA ELD Standards</b><br>Social and Instructional Language: ELD Standard 1<br>The Language of Social Studies: ELD Standard 5   |   |
| <b>Unit Summary</b>  |   |
| <p>In this unit, the student will gain an understanding of the significance of symbols, monuments and holidays in the United States. The students will also learn how different symbols represent a variety of ideas and beliefs throughout cultures and that groups of people share these same traditions and beliefs. Students will gain knowledge of the concepts of respect, responsibility, and tolerance through the study of traditions and cultures. The students will be familiarized with ways history has affected their lives today.</p> |   |

## **Standard Numbers and Mandates**

### **New Jersey Student Learning Standards for Social Studies**

#### **Civics, Government, and Human Rights**

- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **History, Culture, and Perspectives**

- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- Amistad Mandate
- Asian American Pacific Islander Mandate
- Holocaust Mandate

### **New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

### **New Jersey Student Learning Standards for English Language Arts, Kindergarten**

#### **Reading Information**

- RI.K.1.10. Actively engage in group reading activities with purpose and understanding.

#### **Writing**

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Speaking and Listening**

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.

### **WIDA Standards**

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

## Essential Questions

- How can we help others feel accepted?
- What is a symbol and which symbols represent the United States of America/my country? (EX: Fourth of July, President's Day)
- What symbols, artifacts and traditions represent different holidays and cultures?

## Enduring Understandings

- Our country's history is honored and celebrated in many ways, and we learn the significance of this history by studying its monuments, symbols, and holidays.
- People of the same culture share beliefs, traditions, religions, and holidays, and often speak the same language.

## Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.K.1.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: W.K.6. Students can use technology and print to research information on a variety of topics.
- ELA: SL.K.1. Students practice their speaking skills when working collaboratively with other students.

## Student Learning Targets/Objectives (Students will know/Students will understand)

The students will

- Understand and define what a symbol is
- Be introduced to a variety of symbols
- Understand how symbols represent important ideas by studying and analyzing American symbols.
- Learn that the American flag is an important national symbol. Students also discover the flag's design and what it represents.
- Learn about the significance of the Pledge of Allegiance and learn the words to recite the Pledge.
- Learn about the federal holidays and the historical figures/symbols associated with them:
  - Veteran's Day
  - Election Day
  - Thanksgiving
  - Martin Luther King Day (prejudice/racism, tolerance) (Amistad)
  - Memorial Day (Patriotism, Patriotic Symbolism)
  - Independence Day (Declaration of Independence, Liberty Bell)
- Read, discuss, chart, and respond about Presidents' Day
  - job of president
  - current president

- o George Washington
- o Abraham Lincoln
- o symbols, structures, and monuments to honor them
- learn about the voting process and compare present processes and events to those of the past
- Identify celebrations and holidays as a way of remembering and honoring people, events, and America’s ethnic heritage.
- Understand that people are different and those differences make each of us special.
- Compare children and families of today with those in the past, and understand that these past experiences influence the present.
- Listen to and retell stories about people in the past that showed honesty, courage, and responsibility.

**Assessments**

*Required common assessments have an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments and activities
- *Summative:* Complete an American Symbols research project, create a class quilt to display American symbols
- *Benchmark:* \*Students will draw an example of: an American symbol; a symbol that represents their holiday/culture
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

**Teaching and Learning Activities**

*Activities*

All underlined activities can be found in the Kindergarten Teacher Resource Folder:

- Compare and contrast cultural differences and similarities in the United States
- Create a culture project that reflects student family traditions, language, and cultural background
- Discuss unique similarities and differences among members of the classroom community
- Read aloud and discuss how the main character in the story is unique
- Explore symbols of America including the Liberty Bell, American flag, bald eagle, Statue of Liberty, and many important monuments in Washington, D.C.
- Examine the parts of the American flag
- Model protocol for reciting the Pledge of Allegiance and read aloud to teach students the words of the Pledge of Allegiance.
- Discuss how lights is a common symbol used in different holiday customs
- Discuss Martin Luther King’s life and society as he grew up, message he taught, difference he made
- Compare and contrast Washington and Lincoln during President’s Day week
- Discuss the differences and significance of patriotic holidays (Veteran’s Day, Memorial Day, Flag Day, Independence Day).
- Learn ways to say “hello” and “goodbye” in different languages
- Discuss and compare today’s voting process to past experiences
- Create a KWL chart on the president, discussing current and past presidents

### *Differentiation Strategies*

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- Level of independence
- Differentiated checklists and rubric (if appropriate)
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

### **Resources**

- [Suggested Activities and Resources Folder](#)
- Books to Support Classroom Instruction
  - *The Many People of America*, Joanna Anderson
  - *Who Can Vote*, Kristen Rajczak Nelson (Epic)
  - *F is for Flag*, Wendy Cheyette Lewison
  - *The Pledge of Allegiance*, Scholastic
  - *U.S Symbols*, Ann-Marie Kishel
  - *My Teacher for President*, Kay Winters
  - *President's Day*, Anne Rockwell

**Wayne School District  
Social Studies Curriculum**

|   |  |
|---|--|
| <b>Content Area/Grade Level</b>   | Social Studies/Kindergarten              |
| <b>Unit Plan Title</b>  | Laws                                     |
| <b>Time Frame</b>   | 12 Weeks, alternating with Science block |
| <b>Anchor Standards/Domain</b>  |  |
| <p><b>New Jersey Student Learning Standards for Social Studies, K-2</b><br/>         6.1 U.S. History: America in the World<br/>         Amistad Mandate<br/>         Asian American Pacific Islander Mandate<br/>         Diversity and Inclusion Mandate<br/>         Holocaust Mandate</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b><br/>         Creativity and Innovation</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade K</b><br/>         Anchor Standards for Reading: Range of Reading and Level of Text Complexity<br/>         Anchor Standards for Speaking and Listening: Comprehension and Collaboration</p> <p><b>WIDA ELD Standards</b><br/>         Social and Instructional Language: ELD Standard 1<br/>         The Language of Social Studies: ELD Standard 5</p> |  |
| <b>Unit Summary</b>   |  |
| <p>In this unit, the student will gain an understanding of and celebrate the individual and each student’s uniqueness. The student will understand family, the school community as well as the rules, routines, and their roles. Students will be able to compare and contrast the difference between rules and laws while developing a classroom set of rules. The students will gain an understanding of the importance of safety in and out of the classroom.</p>  |  |
| <b>Standard Numbers and Mandates</b>  |  |
| <p><a href="#"><u>New Jersey Student Learning Standards for Social Studies</u></a></p> <p><b>Civics, Government, and Human Rights</b></p> <ul style="list-style-type: none"> <li>• 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>• 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>• 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> </ul>  |  |

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

- Amistad Mandate
- Asian American Pacific Islander Mandate
- Diversity and Inclusion Mandate
- Holocaust Mandate

### [New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

#### **Creativity and Innovation**

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

### [New Jersey Student Learning Standards for English Language Arts, Kindergarten](#)

#### **Reading Information**

- RI.K.1.10. Actively engage in group reading activities with purpose and understanding.

#### **Speaking and Listening**

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

#### [WIDA Standards](#)

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

### **Essential Questions**

- How do rules and laws in our community help us?
- How can we become contributing members of our classroom, home and community?

### **Enduring Understandings**

- Rules and laws are put into practice to ensure safety in their school and community.
- Rules and laws have differences and can be distinguished from one another.
- Each person is unique and we should respect and embrace each other's differences.

### **Interdisciplinary Connections**

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.K.1.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.K.1. Students practice their speaking skills when working collaboratively with other students.



## Student Learning Targets/Objectives (Students will know/Students will understand)

The students will

- Learn how to be a productive member of their classroom and school.
- Discuss the importance of having rules for living and working together.
- Learn the difference between rules and laws.
- Identify rules in the classroom and why they are needed.
- Understand that laws exist to keep communities safe and give an example.
- Understand that everyone has a role in their classroom community.
- Learn and discuss how everyone is different and that our differences make us special.
- Identify ways to show respect for self and others.

## Assessments

*Required common assessments have an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments and activities, games
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, rule vs. law quiz, use task cards and create groups to act out scenarios of following rules
- *Benchmark:* Students will draw and write a sentence about one way to be a good community citizen (inside or outside of school).\* Students will draw a picture to describe a rule/law.
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

## Teaching and Learning Activities

*Activities*

All underlined activities can be found in the Kindergarten Teacher Resource Folder:

Beginning of Year Activities

- Read stories and lead discussions to foster a classroom community promoting inclusion, diversity, and family
- Create anchor charts and have discussions on classroom rules and procedures and review expectations of using materials and shared spaces
- Discuss the importance of recess rules and safety - create scenarios and brainstorm good versus poor choices
- Provide examples and create lists of rules you have at home and at school.
- Introduce safety procedures, drills, and rules of classroom and school
- Share and discuss about families, roles, and traditions using read alouds, discussions, drawing responses, charts, or show and tell activities
- Introduce topic of rules and laws and create charts to discuss basic differences between the two
- Brainstorm a list of laws that students need to follow day to day
- Draw pictures to distinguish the difference between a rule and a law.
- Participate in 'No Place for Hate' activities
- Create "All About Me" project to make students feel welcome
- Discuss, read and share about various cultures in reference to what makes us special and family study
- Respond to text in drawing and written fashion either as a class or independently

### *Differentiation Strategies*

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- Level of independence
- Differentiated checklists and rubric (if appropriate)
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

### **Resources**

- [Suggested Activities and Resources Folder](#)
- Books to Support Classroom Instruction
  - *David Goes to School*, David Shannon
  - *The Day My Mom Came to Kindergarten*, Maureen Fergus
  - *We Do Not Eat Our Classmates*, Ryan T. Higgins
  - *Our Class is a Family*, Shannon Olsen
  - *All Are Welcome*, Alexandra Penfold
  - *I am Enough*, Grace Byers
  - *Mean Jean the Recess Queen*, Alexis O'Neil
  - *What if Everybody Did That?*, Colleen Madden

**Wayne School District**  
**Social Studies Curriculum**

|  |                              |
|--|------------------------------|
| <b>Content Area/Grade Level</b>  | Social Studies/ Kindergarten |
| <b>Unit Plan Title</b>   | Seasons and Holidays         |
| <b>Time Frame</b>  | Over course of year          |
| <b>Anchor Standards/Domain</b>   |                              |
| <b>New Jersey Student Learning Standards for Social Studies, K-2</b><br>6.1 U.S. History: America in the World<br>Amistad Mandate<br>Asian American Pacific Islander Mandate<br>Holocaust Mandate  |                              |
| <b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b><br>Global and Cultural Awareness   |                              |
| <b>New Jersey Student Learning Standards for English Language Arts, Grade K</b><br>Anchor Standards for Reading: Range of Reading and Level of Text Complexity<br>Anchor Standards for Speaking and Listening: Comprehension and Collaboration   |                              |
| <b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b><br>Computer Science  |                              |
| <b>WIDA ELD Standards</b><br>Social and Instructional Language: ELD Standard 1<br>The Language of Social Studies: ELD Standard 5   |                              |
| <b>Unit Summary</b>  |                              |
| <p>In this unit the students will gain an understanding of various holidays and cultural traditions that people celebrate in our country. The students will discover that, despite our differences, all children, homes, holidays, and families are similar in many ways. Additionally, this unit also addresses the Holocaust, Amistad and the Asian Pacific Island Mandates and seeks to incorporate appropriate learning experiences that address social injustices and marginalized cultures as appropriate.</p> |                              |

## **Standard Numbers and Mandates**

### **New Jersey Student Learning Standards for Social Studies**

#### **Geography, People, and the Environment**

- 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.

#### **Civics, Government, and Human Rights**

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **History, Culture, and Perspectives**

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- Amistad Mandate
- Asian American Pacific Islander Mandate
- Holocaust Mandate

### **New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

### **New Jersey Student Learning Standards for English Language Arts, Kindergarten**

#### **Reading Information**

- RI.K.1.10. Actively engage in group reading activities with purpose and understanding.

#### **Speaking and Listening**

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

### **New Jersey Student Learning Standards for Computer Science and Design Thinking**

#### **Data & Analysis**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

### **WIDA Standards**

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

## Essential Questions

- How does the weather or environment affect the way people live?
- How do people celebrate holidays around the world?
- What national holidays do we recognize and how are these holidays celebrated?

## Enduring Understandings

- There are many different cultures within the classroom and community.
- Different cultures have different traditions, clothing and customs.
- There are similarities and differences between cultures.

## Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.K.1.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.K.1. Students practice their speaking skills when working collaboratively with other students.
- Computer Science: 8.1.2.DA.1. Students record and identify patterns in weather data.

## Student Learning Targets/Objectives (Students will know/Students will understand)

The students will

- Identify national holidays and the meaning of symbols associated with them, such as: Columbus Day, Thanksgiving, Winter holidays, Black History Month, Martin Luther King Jr., Valentine's Day, St. Patrick's Day, Earth Day
- Explain the importance of these holidays and why celebrating them together unites us as a community
- Name and explain what customs and traditions are
- Describe the different foods and clothing that support different cultures
- Discuss the similarities and differences between holidays
- Discuss ways to preserve the Earth
- Identify and discuss the four seasons
- Describe different events that happen in each season
- Describe how the seasons affect the weather and people's lives
- Understand that people are different and those differences make each of us special (Holocaust)
- Understand the history of forced work as slaves with no choice and no compensation (Amistad)
- Recognize the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture and achievements of the United States.

## Assessments

*Required common assessments have an \**

Assessments (some assessments can be in more than one category):

- *Formative:* KWL Chart, class discussions, participation, student activities, teacher observations, shared and independent reading and writing assignments and activities
- *Summative:* Graphic organizers and independent reading and writing assignments
- *Benchmark:* \*Draw/write about a holiday/tradition celebrated in your family, culture or around the world.
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

## Teaching and Learning Activities

### Activities

All underlined activities can be found in the Kindergarten Teacher Resource Folder:

- Discuss and read about holidays and traditions
- Discuss the universal symbols of the holiday season and what they represent (heart, shamrock, dove)
- Discuss, read and share about various cultures in reference to what makes us special, family study, and holiday traditions around the world
- Create a timeline/sequence of seasons and holidays to support chronological thinking
- Discuss and celebrate Thanksgiving traditions
- Read appropriate nonfiction texts
- Watch videos that explore holidays and traditions
- Discuss the different customs that families celebrate
- Identify major holidays and relate how different people celebrate them
- Complete classroom projects to highlight holidays/traditions
- Make anchor charts to organize information learned
- Survey the holiday practices of classmates
- Engage in activities for Black History Month and Women's History Month
- Participate in multicultural experiences and activities
- Engage in various activities to support Amistad Commission and Black History Month
- Earth Day Unit
- Engage in weather reporting including information on temperature and other weather conditions
- Collect short term data about weather conditions (temperatures, sky conditions (sunny, cloudy), precipitation, etc)
  - Look for patterns in the data (teacher-provided and/or class-created).
  - Discuss patterns in temperatures
  - Repeat collecting data for each season
- Engage in various activities and discussions to learn about Asian Pacific Islander Month (May)
- Compare children and families of today with those in the past, and understand that these past experiences influence the present.
- Listen to and retell stories about people in the past that showed honesty, courage, and responsibility.

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|   | <ul style="list-style-type: none"> <li>● Engage in various activities to support Holocaust and Amistad Education <ul style="list-style-type: none"> <li>○ read aloud and discuss Martin Luther King, Jr</li> <li>○ reference Holocaust curriculum (use link below)</li> <li>○ discuss tolerance, acceptance, and inclusion (Holocaust)</li> </ul> </li> <li>● Discuss Martin Luther King’s life and society as he grew up, the message he taught and the difference he made <ul style="list-style-type: none"> <li>○ read alouds</li> <li>○ discuss history of forced work as slaves with no choice and no compensation (Amistad)</li> </ul> </li> </ul>  |
| <p><i>Differentiation Strategies</i></p>  | <ul style="list-style-type: none"> <li>● Various leveled texts</li> <li>● Whole class, small group, and independent work</li> <li>● Anchor charts with discussion language</li> <li>● Flexible grouping</li> <li>● Visuals</li> <li>● Graphic organizers</li> <li>● Level of independence</li> <li>● Differentiated checklists and rubric (if appropriate)</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul> |
| <p><b>Resources</b></p>   |   |
| <ul style="list-style-type: none"> <li>● <a href="#">Suggested Activities and Resource Folder</a></li> <li>● Holocaust Resources–<a href="#">New Jersey Commission on Holocaust Education</a></li> <li>● Amistad Resources–<a href="#">The Amistad Commission</a></li> <li>● Books to Support Classroom Instruction <ul style="list-style-type: none"> <li>○ <i>Winter Candle</i>, Jeron Ashford</li> <li>○ <i>I am Martin Luther King, Jr.</i>, Brad Meltzer</li> <li>○ <i>Same Same but Different</i>, Jenny Sue Kostecki-Shaw</li> </ul> </li> </ul> |   |