

Social Studies  
Kindergarten

Domain: My Family, My School

Stage 1: Desired Results

Standards:

- 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 change 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 limits 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.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.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 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.16 Explain how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- 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.

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Essential Understandings:

- People cooperate when they make decisions and work together to get a job done.
- People are good citizens when they follow rules and laws.
- People cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates.
- U.S. symbols and monuments stand for and remind us of our country.

Content Skills (The students will...):

- Identify that good citizenship includes individual responsibility and patriotism.
- Demonstrate that a good citizen takes turns, cooperates, respects others, and shares.
- Describe roles and responsibilities children have with their family, at school, and in the community.
- Identify personal rights, such as the right to food, clothing, shelter, and the right to go to school.
- Explain how cooperating with others helps to get a job done.
- Identify conflicts and ways to solve them.
- Explain how working with others helps to resolve conflicts.
- Explain why there are rules and laws.
- Identify rules to follow at home, at school, and in the community.
- Describe how laws keep people safe.
- Understand that there are consequence for not following rules and laws.
- Identify leaders at home, at school, and in the community.
- Describe how leaders help people at home, at school, and in the community.
- Describe steps in making a decision.
- Identify different ways that groups make decisions.
- Explain voting as a way to make a decision.
- Identify the consequences of decision making.
- Participate in problem solving.
- Identify important symbols that stand for our country.
- Describe why we have symbols.
- Explain the meaning and importance of U.S. symbols.
- Explain why U.S. monuments and buildings are important.
- Identify where the president of the United States lives and works.

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Essential Questions:

- How do people best cooperate?
- What makes a good citizen?
- What are rights and responsibilities?
- How do we get along with others?
- What rules do we follow?
- Who are our leaders?
- How do we make decisions?
- What are our country's symbols?
- What are our country's monuments?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing Activity - Children write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this unit.
- Hands-On Activity - Children demonstrate ways they help at home, in the classroom, on the playground, in the neighborhood, and at the park.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on main idea and details
- Visual Arts - lesson responses, performance task
- Music - chapter song "We Go to School"

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skills - main idea and details
- Collaboration and Creativity Skills - Problem Solving

Unit Resources

Resources:

- Pearson My World Social Studies: Here We Are, 2013
- myWorld Flip Chart
- myStory Book
- myWorld Leveled Readers (*George Washington* and *George Washington: Our First President*)

Modifications:

- As per IEP
- See Appendix A

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Domain: Everybody Works

Stage 1: Desired Results

Standards:

- 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.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 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.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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<p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• People make choices about needs and wants.</li> <li>• People do many kinds of work making goods or providing services.</li> <li>• People use money to buy and sell.</li> <li>• People buy things because they cannot make everything themselves.</li> <li>• People sell things because others want to buy them.</li> </ul>	<p><b>Content Skills (The students will...):</b></p> <ul style="list-style-type: none"> <li>• Define the basic human needs for food, shelter, and clothing.</li> <li>• Identify the difference between basic need and wants.</li> <li>• Differentiate between needs and wants within the family, at school, and in the community.</li> <li>• Identify how people meet their basic needs of food, clothing, and shelter.</li> <li>• Explain that people can get their needs and wants through trade.</li> <li>• Give examples of how money is used to purchase goods and services.</li> <li>• Identify the various forms of U.S. money, bills and coins.</li> <li>• Explain why people have jobs.</li> <li>• Identify the variety of jobs people do in their home, schools, and communities.</li> <li>• Recognize that there is a limit to money and goods.</li> <li>• Explain that people must make choices because they cannot have everything they want.</li> <li>• Explain that goods are things that people make or grow.</li> <li>• Explain that services are actions provided by people such as doctors, teachers, and cab drivers.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do people get what they need?</li> <li>• What do we need? What do we want?</li> <li>• How do we get what we need or want?</li> <li>• How do we use money?</li> <li>• What are jobs that people do?</li> <li>• Why do we make choices?</li> <li>• What are goods and services?</li> </ul>	
<p><b>Stage 2: Evidence of Learning</b></p>	
<p><b>Summative Traditional Assessment:</b></p> <ul style="list-style-type: none"> <li>• Chapter Review and Assessment</li> <li>• Student Activity Worksheets</li> <li>• Chapter Test</li> </ul>	<p><b>Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Writing Activity - Children write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this unit.</li> <li>• Hands-On Activity - Children set up a store in the classroom and demonstrate how to buy, sell, trade, save, and produce goods.</li> </ul>

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Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on cause and effect relationships, writing on performance task
- Math - using limited money for wants and needs role playing
- Music - chapter song "Lots of Jobs"

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Communication - Listening and speaking

Unit Resources

Resources:

- Pearson My World Social Studies: Here We Are, 2013
- myWorld Flip Chart
- myStory Book
- myWorld Leveled Readers (*Steve Jobs* and *Steve Jobs and the Computer Business*)

Modifications:

- As per IEP
- See Appendix A

Domain: Where We Live

Stage 1: Desired Results

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Standards:

- 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.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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Essential Understandings:

- Maps and globes are simple representations of places on Earth.
- The world is made up of landforms and bodies of water.
- The weather and seasons affect what people wear and do.

Content Skills (The students will...):

- Recognize that there is an exact address for most places.
- Identify places and personal connections at home, at school, and in the neighborhood.
- Identify unique physical and human characteristics of places they study.
- Describe the relative location of people, places, and things by using positional words.
- Use directions and positional words to describe the relative location of one place to another.
- Locate and describe places in the school and in the community.
- Explain that maps are simple, pictorial representations of large and small places on Earth.
- Explain that maps help to locate different places.
- Locate and distinguish between land and water on maps.
- Identify cardinal directions (north, south, east, west).
- Identify basic landforms.
- Differentiate between landforms and bodies of water on a map.
- Identify basic bodies of water (oceans, rivers, lakes).
- Explain that a globe helps to locate different places and is a model of Earth.
- Differentiate between land and water features on globes.
- Identify weather as a physical characteristic of a place.
- Describe daily weather and its effects on people and places.
- Identify the four seasons.
- Describe patterns of weather and their effects on people and places.
- Describe how seasonal changes affect people.
- Describe how human and physical characteristics of a place affect how and where people live.
- Identify ways people use natural resources to satisfy basic needs.
- Identify human-made and natural resources.
- Describe how people interact with and change their environment to satisfy basic needs.

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Essential Questions:

- What is the world like?
- Where do we live?
- Where are places located?
- What do maps show?
- What are landforms?
- What are bodies of water?
- What do globes show?
- What is the weather like?
- What are seasons?
- How do we use Earth's resources?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing Activity - Children write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this unit.
- Hands-On Activity - Children play a game and demonstrate what they have learned about landforms, bodies of water, weather, and seasons.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on classifying and categorizing, writing on performance task, speaking and listening while giving directions
- Science - describing weather and how to dress appropriately for different types of weather
- Music - chapter song "This Is My Community"

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Graph and Map Skills - Cardinal Directions

Unit Resources

Resources:

- Pearson My World Social Studies: Here We Are, 2013
- myWorld Flip Chart
- myStory Book
- myWorld Leveled Readers (*Mish Michaels and Mish Michaels, Weather Chaser*)

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Modifications:

- As per IEP
- See Appendix A

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Domain: Our Traditions

Stage 1: Desired Results

Standards:

- 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.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 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.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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).
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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Essential Understandings:

- People are alike and different.
- People celebrate in many ways.
- We learn about our country through stories and holidays.
- We are all part of a culture.
- There are many different cultures around the world.

Content Skills (The students will...):

- Explain that people have both similarities and differences.
- Identify ways in which people are alike and different.
- Describe how individuals and families grow and change.
- Recognize non-traditional families.
- Identify traditions and customs from their families, friends, school, and community.
- Identify different groups to which individuals belong.
- Describe how groups are made up of people who work, play, or learn together and share common interests.
- Recognize that there are many different cultures.
- Describe how culture is shared through art, music, customs, traditions, family celebrations, and language.
- Compare cultural similarities and differences in individuals, families, and communities.
- Compare our nation's holidays of other cultures.
- Identify celebrations as ways to show how we feel about special people and events.
- Explain that people celebrate in different ways.
- Compare family customs and traditions among cultures.
- Explain how people learn about others who are different from themselves.
- Explain that we celebrate special days to remember and honor people and events from our nation's past.
- Compare our nation's holidays with holidays of other cultures.
- Identify and discuss the contributions of individuals recognized on national holidays.
- Identify customs associated with national patriotic celebrations and holidays.
- Recognize that people use folk tales, legends, music, and oral histories to teach values, ideas, and traditions.
- Learn about America's past through stories about folk heroes.
- Listen to and retell stories about

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Essential Questions:

- How is culture shared?
- How are people alike and different?
- How are families alike and different?
- What is culture?
- How do we celebrate?
- What are national holidays?
- Who are American folk heroes?
- What are other cultures like?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing Activity - Children write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this unit.
- Hands-On Activity - Children design a vest by drawing pictures of symbols that represent their favorite cultural celebration.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on comparing and contrasting, writing responses and performance task
- Music - chapter song “Holidays Are Special Days”
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skills - Distinguish Fact from Fiction

Unit Resources

Resources:

- Pearson My World Social Studies: Here We Are, 2013
- myWorld Flip Chart
- myStory Book
- myWorld Leveled Readers (*Jackie Robinson* and *Jackie Robinson Changes the Game*)

Modifications:

- As per IEP
- See Appendix A

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Domain: Life Then and Now

Stage 1: Desired Results

Standards:

- 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.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 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.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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Essential Understandings:

- Things change over time.
- Time can be measured.
- History is the story of our past.
- We learn about history from primary and secondary sources.

Content Skills (The students will...):

- Explain that history is the story of the past.
- Recognize that every child has a history.
- Use words and phrases related to chronology and time to explain how things change.
- Describe daily events in time order.
- Use words related to time and chronology, such as before, after, and now, to describe events of the school day in time order.
- Recognize the time can be measured.
- Identify that time can be measured in days, weeks, months, and years.
- Explain that calendars represent days of the week and months of the year.
- Use terms related to time.
- Recognize that change occurs over time.
- Explain what a timeline shows.
- Describe how to place key events on a timeline.
- Explain how to read timelines.
- Describe ways people learn about the past.
- Identify ways we can learn about history.
- Compare information from different types of sources.
- Develop an awareness of a primary source.
- Identify important people in U.S. history and their contributions.
- Describe actions of important individuals and how their actions affected the nation.
- Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility.
- Compare family life in the past and family life today.
- Compare objects from the past and objects of today.
- Compare photographs of families in the past and families today.
- Describe how school today is the same as and different from school in the past.
- Compare photographs of schools today and schools in the past.
- Describe people and places in the school and in the community.

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Essential Questions:

- How does life change throughout history?
- What is my personal history?
- How do we talk about time?
- How do we measure time?
- What is a timeline?
- How can we learn about history?
- Who are American heroes from the past?
- How have families changed?
- How have schools changed?
- How have communities changed?
- How has technology changed?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing Activity - Children write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this unit.
- Hands-On Activity - Children demonstrate what they learned by creating a timeline that shows them in the past and present.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on sequencing, writing in responses and performance task
- Music - chapter song "We Share History"
- Visual Arts - illustration analysis, performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Media and Technology Skills - Use illustrations

Unit Resources

Resources:

- Pearson My World Social Studies: Here We Are, 2013
- myWorld Flip Chart
- myStory Book
- myWorld Leveled Readers (*Rosa Parks* and *Rosa Parks Stands Up for Freedom*)

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Modifications:

- As per IEP
- See Appendix A