

Curriculum Design	
Content Area: Social Studies	
Course Title: General Social Studies	Grade Level: Kindergarten
Unit 1-Communities	6 weeks
Unit 2-Watch Me Change	6 weeks
Unit 3-Let's Explore	6 weeks
Unit 4-Going Places	6 weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

<b>Unit 1 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit 1 Title:</b> Communities
<b>Grade Level:</b> Kindergarten
<p><b>Unit Summary: How do we live, work, and play together?</b>                      People live and work together in many ways. Families cooperate to sustain their lifestyle. Communities cooperate to provide the food, shelter, and services needed to survive and thrive. Animals depend on people for their survival.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>
<b>Learning Targets</b>
<p><b>Standards</b>                      This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Citizenship begins with becoming a contributing member of the classroom community.</li> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community</li> </ul>

- and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - Develop strategies to reach consensus and resolve conflict.
  - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<b>Unit Essential Questions-</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do we get to school?</li> <li>• How do families cooperate?</li> <li>• How do people in a community cooperate?</li> <li>• How do people and animals work and play together?</li> </ul>	<ul style="list-style-type: none"> <li>• We can get to school many ways; the school bus, by car, or by walking.</li> <li>• Families cooperate by working together.</li> <li>• People in a community cooperate by working together and helping one another.</li> <li>• People and animals depend on one another.</li> </ul>

**Evidence of Learning**

**Summative Assessment**  
 End of Year Test  
 Selection Test  
**Benchmark Assessment** – Teacher Created Performance Based Assessment  
**Equipment needed:** [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)  
**Teacher Resources:** Pearson Scott Foresman’s Reading Street

- Modifications: (Special education, ELLs, at-risk students, gifted and talented)**
- Menus
  - Choice Boards
  - Tiered Assignments
  - Partner work
  - Leveled Texts
  - Flexible grouping
  - Compacting
  - Varying question levels

- Formative Assessments**
- Teacher Observation
  - Classroom participation
  - Baseline Test

<b>Unit 2 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit 2 Title:</b> Watch Me Change
<b>Grade Level:</b> Kindergarten
<p><b>Unit Summary: How do people, plants, and animals grow and change?</b>                      People, plants, and animals grow and change in many different ways.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>
<b>Learning Targets</b>
<p><b>Standards</b>                      This unit covers the following standards:  <b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>• Develop strategies to reach consensus and resolve conflict.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Unit Essential Questions-</b> <ul style="list-style-type: none"> <li>• What new things can you do as you grow and change?</li> <li>• How do children change as they grow?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• There are many new things you can try as you grow and change. Getting older and bigger allows you to accomplish things you couldn't do when you were younger.</li> <li>• Children change in many ways as they grow; physically, mentally, and emotionally.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> End of Year Test Selection Test <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> <b>Teacher Resources:</b> Pearson Scott Foresman's <u>Reading Street</u>	
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Unit Benchmark</li> <li>• Baseline Test</li> </ul>	

Unit 3 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 3 Title:</b> Let's Explore	
<b>Grade Level:</b> Kindergarten	
<p><b>Unit Summary: Where will our adventures take us?</b>                      Taking adventures can be both exciting and fun. They can take us to new places and have us try new experiences.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p><b>Standards</b>                      This unit covers the following standards:  <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Citizenship begins with becoming a contributing member of the classroom community.</li> <li>• Everyone is part of a larger neighborhood and community.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
Unit Essential Questions-	Unit Enduring Understandings

<ul style="list-style-type: none"> <li>• What adventures do you have throughout the day?</li> <li>• What adventures can you have on a lucky day?</li> <li>• What kind of adventure can a little girl have?</li> <li>• What kinds of adventures can you have in the city?</li> </ul>	<ul style="list-style-type: none"> <li>• There can be surprise adventures throughout your day; and also the normal daily adventures.</li> <li>• Adventures on a lucky day can be quite special.</li> <li>• A little girl can have many exciting adventures throughout her day.</li> <li>• City adventures can be very different than normal adventures.</li> </ul>
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  - Compacting
  - Varying question levels

- Formative Assessments**
- Teacher Observation
  - Classroom participation
  - Unit Benchmark
  - Baseline Test

<b>Unit 4 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit 4 Title:</b> Going Places
<b>Grade Level:</b> Kindergarten
<p><b>Unit Summary: How do people get from here to there?</b>                      There are many forms of transportation people use. People also use different types of transportation in varying parts of the world.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>
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<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• Recognize that people have different perspectives based on their beliefs, values,</li> </ul>



- traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - Are aware of their relationships to people, places, and resources in the local community and beyond.
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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.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.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<p><b>Unit Essential Questions-</b></p> <ul style="list-style-type: none"> <li>• How many forms of transportation can you name?</li> <li>• What kinds of transportation help people do their jobs?</li> <li>• What does a train need to get over the mountain?</li> <li>• How do people in different parts of the world travel?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• There are many forms of transportation; including: car, bus, airplane, train, bicycle, ect.</li> <li>• Some people use transportation not only to get to their jobs, but also rely on transportation to complete their job.</li> <li>• A train needs power and momentum to get over a mountain.</li> <li>• Over the world people use different types of transportation.</li> </ul>
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