

Summit Public Schools
Summit, New Jersey
Kindergarten, Social Studies

The fundamental purpose of social studies education in the Summit Public Schools is to ensure that all students develop as active, informed, responsible participants in a diverse democratic society. Social studies education must promote loyalty, love of country, and character as it prepares students to respond as intelligent and responsible citizens. Students acquire the ability to understand their world and to have the appreciation for the heritage of our nation with a background in civics, history, geography, and economics.

Citizen participation in a government is essential to a democracy. Students must develop an appreciation of the American constitutional system and an awareness and commitment to the rights and responsibilities of citizenship. They must be tolerant of those with whom they disagree. As citizens of the world, they must be provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society.

The Summit Public School supports the New Jersey Core Curriculum Content Standards for Social Studies which define the knowledge and skills that students need to make informed and reasoned choices for the public good. We believe that all students can learn at high levels. We recognize the strengths in our diverse community.

Our social studies program aims to achieve the following:

- Students will develop a knowledge base of common cultural elements in addition to concepts that will enable them to understand their heritage and communicate with others.
- Students will develop critical thinking skills in order to become lifelong learners and to evaluate issues of importance to all Americans.
- Students will acquire basic literacy in the core disciplines of social studies and will be able to apply this knowledge as active citizens.
- Students will become reflective thinkers who engage in meaningful productive work which helps in the development of skills.
- Students will develop an understanding of self and others in order to become participants in a global society.

By infusing objectives to meet the standards of New Jersey's involvement of transportation, leadership, and innovation within each unit, the New Jersey Core Curriculum Content Standards for social studies are met and defined. In addition, through our curriculum and by incorporating the Holocaust/Genocide Curriculum guidelines, as well as the Amistad Commission's main objectives, we have designed a program that will prepare students for national and global citizenship.

Finally, our Social Studies program is designed around the following Common Core State Standards:

Common Core State Standards - Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or

tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standard – Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Curriculum

Course Description: *Our Classroom and School*

In this unit, the students will become familiar with their classroom and school environment. They will practice procedures and routines that will promote social skills and responsibilities. These skills will be utilized throughout the year.

Standard	
<p>6.1 U.S. History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p>6.3 Active Citizenship in the 21st Century: 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>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.A: Civics, Government, and Human Rights</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of rules by following most classroom routines 2. Demonstrate responsibility by initiating simple classroom tasks and jobs 3. Demonstrate appropriate behavior when collaborating with others <p>6.1.B: Geography, People, and the Environment</p> <ol style="list-style-type: none"> 1. Develop an awareness of the physical features of the neighborhood/ community <p>6.1.D: History, Culture, and Perspective</p> <ol style="list-style-type: none"> 2. Learn about and respect other cultures within the classroom community <p>6.3.A: Civics, Governments, and Human Rights</p> <ol style="list-style-type: none"> 1. Evaluate what makes a good rule or law. 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What is a rule? • Why is following rules important when you are at home and at school? • What is a responsibility? • How does having responsibilities help you be independent? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • Everyone is part of a larger neighborhood and community. • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
Demonstrate an understanding of rules by following most classroom routines	<ul style="list-style-type: none"> • Identify the areas of the classroom and their uses • Understand and create classroom rules
Demonstrate responsibility by initiating simple	

classroom tasks and jobs	<ul style="list-style-type: none"> • Take responsibility for assigned tasks • Identify areas of the school and their uses.
Demonstrate appropriate behavior when collaborating with others	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • When asked, a student will verbally identify the purpose of various areas of the classroom (desk, chair, carpet, etc)
Learn about and respect other cultures within the classroom community	<ul style="list-style-type: none"> • Students will recite classroom rules and explain what it means
Evaluate what makes a good rule or law.	<ul style="list-style-type: none"> • Carry out classroom tasks (i.e. unpacking bookbag, placing books in book bins, getting a pencil, etc) • Identify the school nurse, secretary, principal, teacher, and teacher’s aide. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Through interactive writing, develop labels to place on things around the classroom (i.e. clock, desk, board, etc) • Read aloud: <u>Know and Follow Rules</u> by C. Meiners; <u>Following Rules</u> by C. Mayer; <u>Rules for School</u> by A. Greven <p>Technology Integration</p> <ul style="list-style-type: none"> • Take photographs using digital cameras. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Take photographs of areas of the classroom and identify their names, purpose, and appropriate use. • Take photographs of school personnel and identify their names, jobs, and responsibilities. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Tell stories about rules in families and cultures across the world, include rules that come from students’ own heritage
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy</p>

Texts and Resources:

Me and My World, Social Studies Alive!

**Summit Public Schools
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Kindergarten, Social Studies**

Curriculum

Course Description: *Me, Family, and Friends*

In this unit, students will discover that despite our differences, all children, homes, families, and our friends are similar in many ways.

Standard	
<p>6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.D: History, Culture, and Perspectives</p> <ol style="list-style-type: none"> 1. Describe characteristics of oneself, one’s family, and others 2. Demonstrate an understanding of family roles and traditions 3. Express individuality and cultural diversity (through dramatic play) 4. Learn about and respect other cultures within the classroom and community 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • Who am I? • What is a family? • What does it mean to be a good friend? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Describe characteristics of oneself, one’s family, and others</p> <p>Demonstrate an understanding of family roles and traditions</p> <p>Express individuality and cultural diversity (through dramatic play)</p> <p>Learn about and respect other cultures within the classroom and community</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify characteristics of individuals in the classroom and community. • Identify the members of their family • Identify the different types of homes (i.e. apartment, house, etc) • Identify the characteristics of a friend. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Create a collage of pictures about likes and dislikes, what home is like.

	<ul style="list-style-type: none"> • Describe attributes of a friend. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Write an <u>I am Special</u> book for children to demonstrate what makes them special. • Read Aloud: <u>The Family Book</u> by T. Parr; <u>Who's in a Family</u> by R. Skutch; <u>Clifford's Family</u> by N. Bridwell; <u>Houses and Homes</u> by A. Morris <p>Technology Integration</p> <ul style="list-style-type: none"> • Develop a family album taking digital pictures of what a family does together <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Examine pictures of different families. Notice what is important about a family. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Take a look at families around the world. • Read <u>In My Family/ En mi familia</u> by H. Rohmer
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Texts and Resources:
Me and My World, Social Studies Alive!

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Curriculum

Course Description: *Neighborhood*

In this unit, students will become familiar with their neighborhood and the people who work in it.

Standard	
<p>6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> 6.1.B: Geography, People and the Environment</p> <ol style="list-style-type: none"> 1. Develop an awareness of the physical features of the neighborhood/ community. 2. Identify, discuss, and role-play the duties of a range of community workers. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Where do I live, go to school, and play? <ul style="list-style-type: none"> • How does our neighborhood keep us safe, healthy, and learning? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Everyone is part of a larger neighborhood and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Develop an awareness of the physical features of the neighborhood/ community.</p> <p>Identify, discuss, and role-play the duties of a range of community workers.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Name places in the area around their home. • Identify the places that meet the needs of the neighborhood. • Identify the neighborhood workers and where they work. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Make a map of the neighborhood. Develop

	<p>symbols for things like, home, street, school.</p> <ul style="list-style-type: none"> • Create a “Who’s Who in My Neighborhood?” book showing pictures of neighborhood workers and where they work. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Create an All About My Neighborhood informational book. • Read Aloud: <u>Keats’s Neighborhood: An Ezra Jack Keats Treasury</u> by E. Keats; <u>My Neighborhood: Places and Faces</u> by L. Bullard and B. Reibeling; <u>In My Neighborhood</u> by M. Schuh; <u>Franklin’s Neighborhood</u> by P. Bourgeois, S. Jennings, and B. Clark; <u>Curious George’s Neighborhood</u> by H. Rey <p>Technology Integration</p> <ul style="list-style-type: none"> • Explore Mr. Roger’s neighborhood at http://pbskids.org/rogers/ <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Students take digital pictures around their neighborhood and label them <p>Global Perspectives</p> <ul style="list-style-type: none"> • Study what neighborhoods around the world look like • Compare and contrast different types of neighborhoods using a Venn Diagram
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Texts and Resources:
Me and My World, Social Studies Alive!

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Curriculum

Course Description: *Geography*

In this unit, students will recognize, locate, and draw map symbols

Standard	
<p>6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> 6.1.B: Geography, People, and the Environment 1. Develop an awareness of the physical features of the neighborhood/ community</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What is a map? • What is a globe? • When would you use a map or globe? • How can a map help you find things/get to places in your neighborhood? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Everyone is part of a larger neighborhood and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Develop an awareness of the physical features of the neighborhood/ community</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify land and water on the globe and on a map. • Draw map symbols. • Use map symbols to make a map. • Locate map symbols. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Make a map of the classroom • Make a map of a room at home • Show the teacher where land and water is on a map or globe when asked, “Point to a body of

	<p>water. Or Point to land.”</p> <ul style="list-style-type: none"> • Draw map symbols on a map to signify special or important places • Answer the question, “What is a map symbol used for?” • Ask students to share what they already know about maps • Locate New Jersey on a United States map <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • After making a map of the classroom, write labels to identify each part on the map. • Read aloud: <u>Follow that Map!: A First Book of Mapping Skills</u> by S. Ritchie; <u>Me On the Map</u> by J. Sweeney; <u>Maps and Globes</u> by J. Knowlton; <u>There’s a Map on My lap!: All About Maps</u> by T. Rabe; <u>My Map Book</u> by S. Fanelli; <u>As the Crow Flies: A First Book of Maps</u> by G. Hartman • Through interactive writing, write the names of places students have traveled to. <p>Technology Integration</p> <ul style="list-style-type: none"> • Play on <i>Neighborhood Machine</i> • Draw a map in KidPix • Learn about maps using http://mapzone.ordnancesurvey.co.uk/mapzone/ <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Study and view different types of maps, paying special attention to different symbols used in the map key <p>Global Perspectives</p> <ul style="list-style-type: none"> • Explore places around the world on an online interactive map (http://www.yourchildlearns.com/online-interactive-maps.htm)
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy

Texts and Resources:
Me and My World, Social Studies Alive!

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Curriculum

Course Description: *Children Around the World*

In this unit, students will discover that, despite our differences, all children, homes, holidays, and families are similar in many ways.

Standard	
<p>6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.D: History, Culture, and Perspectives:</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding of family roles and traditions 3. Express individuality and cultural diversity (e.g. through dramatic play) 4. Learn about and respect other cultures within the classroom and community 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Where do you come from? (What is your family background?) • How does where you come from affect what you wear, eat, do, how you speak, etc? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify the country that his/her family came from
Demonstrate an understanding of family roles and traditions	
Express individuality and cultural diversity (e.g.	

through dramatic play)
Learn about and respect other cultures within the classroom and community

- Find similarities and differences between students individual homes and others in the class
- Find similarities and differences between how people celebrate special occasions.

Sample Assessments:

- Name the country/countries that student's family is from
- Describe student's home in details
- Describe verbally what happens on famous holidays around the world (Thanksgiving, Independence Day, etc)

Instructional Strategies:

Interdisciplinary Connections

- Create an information book all about a famous holiday or celebration
- Read aloud: Children Just Like Me: Celebrations! By A. Kindersley; Kids Around the World Celebrate: The Best Feasts and Festivals from Many lands by L. Jones; Light the Candle! Bang the Drum!: A Book of Holidays from Around the World by A. Morris
- Write the dates of holidays from around the world using proper date notation (Month, day, year)
- Develop a Foods Around the World class book

Technology Integration

- Watch videos about winter holidays on BrainPopJr.
- Learn about winter holidays at:
<http://teacher.scholastic.com/activities/holidays/>;
<http://kids.yahoo.com/directory/Around-the-World/Holidays>

Media Literacy Integration

- Study photographs showing people celebrating different holidays. Describe what is seen and learned about the holiday from the photograph.
- Listen to songs people sing about various holidays.

Global Perspectives

- Develop a list of holidays that are celebrated around the world through interactive or shared writing
- Hold a World Festival Day where students tell about a holiday from another country

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Texts and Resources:

Me and My World, Social Studies Alive!

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Curriculum

Course Description: *American and International Holidays and Celebrations*

In this unit, students will learn the significance of the holidays that people celebrate. This is an ongoing unit throughout the school year.

Standard	
<p>6.1 U.S. History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.D: History, Culture, and Perspectives:</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding of family roles and traditions 3. Express individuality and cultural diversity (e.g. through dramatic play) 4. Learn about and respect other cultures within the classroom and community 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What is a holiday? • Why are holidays and celebrations important? • Does everyone in the world celebrate the same special holidays? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

<p>Demonstrate an understanding of family roles and traditions</p>	<ul style="list-style-type: none"> • Identify and describe important traditions and customs celebrated by their families.
<p>Express individuality and cultural diversity (e.g. through dramatic play)</p>	<ul style="list-style-type: none"> • Identify important figures in American History: George Washington, Abraham Lincoln, Martin Luther King Jr., Pilgrims, Native Americans, and Christopher Columbus
<p>Learn about and respect other cultures within the classroom and community</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Name famous Americans in history • Name the country/countries that student's family is from • Describe student's home in details • Describe verbally what happens on famous holidays around the world (Thanksgiving, Independence Day, etc)
	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Create an information book all about a famous holiday or celebration • Read aloud: <u>Children Just Like Me: Celebrations!</u> By A. Kindersley; <u>Kids Around the World Celebrate: The Best Feasts and Festivals from Many lands</u> by L. Jones; <u>Light the Candle! Bang the Drum! A Book of Holidays from Around the World</u> by A. Morris • Write the dates of holidays from around the world using proper date notation (Month, day, year) • Develop a Foods Around the World class book • Develop a class book of traditions and customs • Celebrate a hero of the month based on <i>First Start Biographies</i> or <i>Rookie Readers</i> books <p>Technology Integration</p> <ul style="list-style-type: none"> • Watch videos about winter holidays on BrainPopJr. • Learn about winter holidays at: http://teacher.scholastic.com/activities/holidays/; http://kids.yahoo.com/directory/Around-the-World/Holidays <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Study photographs showing people celebrating different holidays. Describe what is seen and learned about the holiday from the photograph. • Listen to songs people sing about various holidays.

	<p>Global Perspectives</p> <ul style="list-style-type: none"> • Develop a list of holidays that are celebrated around the world through interactive or shared writing • Hold a World Festival Day where students tell about a holiday from another country
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and Resources:

Me and My World, Social Studies Alive!

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Curriculum

Course Description: *Diversity and Holocaust*

In this unit, students will identify, practice, and apply concepts of tolerance and respect. This unit is ongoing throughout the school year.

Standard	
<p>6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.A: Civics, Government, and Human Rights</p> <p>3. Demonstrate appropriate behavior when collaborating with others</p> <p>6.1.D: History, Culture, and Perspectives:</p> <p>2. Demonstrate an understanding of family roles and traditions</p> <p>3. Express individuality and cultural diversity (e.g. through dramatic play)</p> <p>4. Learn about and respect other cultures within the classroom and community</p>	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What does it mean to be fair? 	Students will understand that...

<ul style="list-style-type: none"> • Why is it important to be respectful? 	<ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate appropriate behavior when collaborating with others • Demonstrate an understanding of family roles and traditions • Express individuality and cultural diversity (e.g. through dramatic play) • Learn about and respect other cultures within the classroom and community 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the concepts of respect, trust, and caring. • Apply the concept of fairness to others. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Show respect towards classmates. • Solve differences without fighting • Answer the question, “What does it mean to be nice?” <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Read the story <u>We Are Alike, We Are Different</u>. Develop a class collage of each students’ unique personality • Develop through interactive or shared writing a list of words that show respect, tolerance, and caring. • Identify in stories when a character is demonstrating respect, tolerance, or caring. <p>Technology Integration</p> <ul style="list-style-type: none"> • Develop a class imovie about tolerance and respect <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Look in magazines for pictures of people demonstrating respect, tolerance, and caring- make a classroom collage of the pictures. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Learn how people show respect in other cultures. • Identify the words for please and thank you in other languages.
<p>The following skills and themes listed to the right</p>	<p>21st Century Skills:</p>

should be reflected in the design of units and lessons for this course or content area.	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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Texts and Resources:

We Are Alike, We Are Different, Chelienharn Elementary School Kindergarten (Scholastic, 1991)

Caring Makes a Difference The NJ Commission on Holocaust Education

The Crayon Box that Talked by Shane DeRolf

**Summit Public Schools
Summit, New Jersey
Kindergarten, Social Studies**

Curriculum

Course Description: *Civics*

In this unit, students will identify how various sources of information (local, national, and international events) play an important role in our lives. This is an ongoing unit throughout the school year.

Standard	
6.1 U.S.History: American in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> 6.1.B: Geography, People and the Environment 2. Identify, discuss, and role-play the duties of a range of community workers 6.1.D: History, Culture, and Perspectives 1. Describe characteristics of oneself, one’s family, and others 4. Learn about and respect other cultures within the classroom and community.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How do things that happen in our community (or neighborhood), country and around the 	Students will understand that... <ul style="list-style-type: none"> • Everyone is part of a larger neighborhood and

<p>world affect us?</p>	<p>community.</p> <ul style="list-style-type: none"> • Individuals and families have unique characteristics. • There are many different cultures within the classroom and community.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>Identify, discuss, and role-play the duties of a range of community workers</p>	<ul style="list-style-type: none"> • Find information using one or all of the media sources: newspapers, radio, television, and the internet.
<p>Describe characteristics of oneself, one’s family, and others</p>	
<p>Learn about and respect other cultures within the classroom and community.</p>	
	<p>Sample Assessments:</p>
	<ul style="list-style-type: none"> • Share knowledge about a current event with the class • Develop a class timeline highlighting important current events throughout the school year. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Write an information book about a current event. • Read Aloud: articles about current events, <u>Time for Kids</u>, or <u>Weekly reader</u> <p>Technology Integration</p> <ul style="list-style-type: none"> • Find current events for kids on: http://www.dogonews.com/ ; http://www.timeforkids.com/ ; http://www.headlinespot.com/for/kids/ ; http://kids.nationalgeographic.com/kids/stories/ <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Watch short video clips about current events on YouTube • Find articles in newspapers <p>Global Perspectives</p> <ul style="list-style-type: none"> • Find current event stories happening around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons</p>	<p>21st Century Skills: Creativity and Innovation</p>

for this course or content area.	Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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Texts and Resources: