

# Kindergarten Social Studies Curriculum

<b>Unit 1: Who Am I?</b> <b>TCI Units 1 and 2</b>		<b>Time: September</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>What is Family?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>I am what I look like, care about, feel, and do.</li> <li>I belong to a family.</li> <li>Families are a group of people who care about each other.</li> <li>Families are different (big, small, with different types of members).</li> </ul>	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.D.14- Trace how the American identify evolved over time. 6.1.4.D.17- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>TCI Betsy Ross activity: SWBAT listen to story about Betsy Ross, then discuss why she was special, what did she care about, and what feelings she had about the flag. Children will discuss in small groups and teacher will use checklist for student understanding through conversations. 6.1.4.D.4; 6.1.D.12; 6.1.4.D.14; 6.1.4.D.17</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Participation in class discussions</li> <li>✓ Observation of students completing assignments</li> </ul>	
		<b>Materials</b> <ul style="list-style-type: none"> <li>TCI Social Studies</li> <li>Mirrors</li> <li>Paper and crayons</li> <li>Family Photographs</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>			
<ul style="list-style-type: none"> <li>I am Special Poem.</li> <li>Same vs. Different- compare and contrast peers' physical traits</li> <li>Play Me Too! Game- students sit in a circle, and one student at a time shares something s/he likes or cares for and any other student that also likes that stands up and says "Me Too!" (i.e. I like chocolate ice cream.)</li> <li>Play feeling charades- the teacher whispers to a student what feeling to show the class and how s/he could use his/her body and facial expressions to express a certain emotion. Peers try to guess the correct name of the feeling.</li> <li>Watch Daniel Tiger's Feeling Song-<a href="https://www.youtube.com/watch?v=woVQIJVnoxU">https://www.youtube.com/watch?v=woVQIJVnoxU</a></li> <li>Students think about special talents they have and share with the class through picture and/or dictation for</li> </ul>		<b>REINFORCEMENT</b> <ul style="list-style-type: none"> <li>Provide pictures of different families and discuss how they are the same and different.</li> <li>Use a mirror to show the student his/her physical character traits.</li> <li>Discuss topics of self and family with just the individual student that needs extra reinforcement.</li> </ul>	

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teacher to write.

- Students bring in a picture of their family to show the class and discuss all the members.
- At home project- students create a family time line at home with the years 0 1 2 3 4 5 and share with the class
- At home project- students create a family tree and discuss
- Read Weekly Readers that apply to the topic “Who Am I?” and “What is Family?”
- Define traditions and give examples of family traditions.  
Students tell a peer about a family tradition or story.
- Make a graph of student feelings titled: How Did I Feel About Coming to School This Year? Students put their name on a post-it and put it above the correct feeling. Discuss graph results.
- Memorize birthday and using a class birthday graph, compare and contrast other peer birthdays (i.e. Who else is born in February?)
- Show and tell of family memorabilia or photograph.
- Draw a self-portrait, then add family to the picture. Students share information with the whole class about themselves and their family with the help of teacher prompts.
- Make a class graph of how many family members we have. Discuss graph results.
- Make “family flags” by dividing a triangle into 3 sections. The first section is fun, the second work and the third love. Children draw pictures illustrating what their family does for fun, what work they do together and how they show love. Then the teacher writes down a few words about each picture.
- Students draw how they will celebrate their next birthday and what traditions their family has, then share with a peer.
- Read the book “Pecan Pie Baby” by Jacqueline Woodson about a new baby joining the family.

## ENRICHMENT

- Use pictures of families from all over the world from different cultures to compare and contrast.
- Students write about him/herself.
- Feeling picture-to-word matching worksheet from TCI unit 1.
- Student thinks about and discusses how s/he has changed since they were younger or what they will be like when they are older- compare and contrast.

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- Starfall.com: <http://more.starfall.com/m/me/me-index/load.htm?n=main> –Who Am I?
- Scholastic Resources for We Are Family: <https://www.scholastic.com/teachers/unit-plans/teaching-content/we-are-family/>
- Scholastic Family Name Staircase Activity: <https://www.scholastic.com/teachers/lesson-plans/teaching-content/family-name-staircases/>
- Family Activities: <http://littlegiraffes.com/teaching-ideas/900/family-teaching-theme-activities-and-lesson-plan-ideas/>

## Suggested Materials

- Weekly Readers
- Smartboard
- Pocket Charts and index cards for graphs
- Family photographs
- Daniel Tiger episodes (youtube.com or Amazonprime)
- Books: Elmer by David McKee, The Happiest Hippo in the World, We Are All Alike We Are All Different, One Family, Are You My Mother?, Clifford’s Family, The Name Jar, The Name Quilt, Chrysanthemum, I Like Me!, I Like Myself! By Karen Beaumont, Families are Different by Scholastic, The Special Cupcake

## Cross-Curricular Connections

21<sup>st</sup> Century Skills: CRP4. Communicate clearly and effectively and with reason (Clearly discussing family pictures or family events with peers. )

Technology 8.1.2.A.1. Identify the basic features of a digital device (When completing lessons on TCI, students will be encouraged to use correct terminology such as Smartboard, ipad, internet browser, app, etc. )

Social and Emotional Learning: Recognize one’s feelings and thoughts.

Math K.MD.B.: Classify objects and count the number of objects in each category. (Sort individual student feelings into a bar graph.)

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<b>Unit 2: Getting Along With Others</b> TCI Units 3, 4, 5	<b>Time: Oct-Dec</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I get along with others?</li> <li>• How do I make friends?</li> <li>• How do I solve problems with others?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I know when to talk and when to be a listener.</li> <li>• I can follow our class rules.</li> <li>• I can take turns.</li> <li>• I know the steps to make friends. (introduce myself, invite friends, be kind)</li> <li>• I know the steps to solve a problem with others (calm down, talk and listen, think of ways to solve, agree on a plan and try it)</li> </ul>	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.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ SWBAT make a class paper quilt, illustrating what they have learned about respectful, compassionate, and responsible behavior. Each student will get a square piece of paper and draw themselves doing the behavior. (Can use Handout D from TCI Unit 3) 6.1.4.A.1</li> <li>➤ SWBAT memorize and recite steps to solving problems (conflict resolution), after reading and creating and discussing them with the class from a chart. (May be done by use of song from TCI Unit 5 Slide 17) 6.1.4.D.5</li> <li>➤ SWBAT draw a picture of the pilgrims and show how making new friends was important for them (i.e. They had to learn to share the land. They had to learn how to plant from the Native Americans). 6.2.4.D.1</li> </ul>	<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Participation in class discussions</li> <li>✓ Observation of students completing assignments</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• TCI Social Studies</li> <li>• Chart paper for anchor charts</li> <li>• Puppets</li> <li>• Class Rules poster</li> <li>• Paper or journals</li> <li>• TCI Unit 3 Handout D for quilts</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>• Recite classroom rules. Discuss what rules are and other rules in our community and country.</li> <li>• Use puppets to practice taking turns in conversation- having one puppet talk and one puppet listen.</li> <li>• Children look at photographs and give a thumbs up or thumbs down if the children are getting along.</li> <li>• Move around the school different place to use different voices appropriately (i.e. library-quiet voices, outdoors-loud voices, classroom-medium voices)</li> <li>• With students, create rules for good listening: (i.e. Face the speaker. Listen carefully.)</li> <li>• Model how the listening game is played: Teacher gives students topics for their mini-speeches. Choose topics they can speak about easily such as a specific animal or pet, a common form of transportation, a familiar food, a room in a home, a particular color. For each round:</li> </ul>	<b>REINFORCEMENT</b> <ul style="list-style-type: none"> <li>• Review vocabulary: introduce, getting along, calm down, problem, solve</li> <li>• Pre-read and discuss titles of lessons before going into the lesson content.</li> <li>• Practice breathing techniques to show how to calm mind and body when in a conflict.</li> </ul>	

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1. Invite a student to come forward, and give him or her a topic for a mini-speech (in written and verbal form). 2. Tell the listeners: *It's time to listen*. 3. Encourage the speaker to say two to three sentences about the topic. Prompt with questions as needed. 4. Ask a few students to repeat or sum up what they heard to show how well they listened.

- Create rules for taking turns on a chart paper.
- After looking at photographs of children playing (TCI Unit 3 slide 44 or other photos) children decide if they are making good choices or poor choices
- Listen to audio story from Unit 3 slide 52 and stop at questions to discuss what the children could be doing to solve their problems.
- Have friendship stations where students draw a picture together, students have to build a tower together, and children have to read a book together.
- Complete a journal drawing and writing about one of their friends and something they do together.
- Sing song to Four Steps for solving problems- Use TCI Unit 5 slide 17
- Role-play typical problems children encounter in their daily life and have the class go through the 4 steps with the actors to problem solve.
- Practice Name Recognition of peers by playing Chicka Chicka Boom Boom Look Who's in Our Room, or Who Stole the Cookie from the Cookie Jar
- Practice Morning Greetings with students and have them shake hands while saying a greeting and looking at the other person, then having it reciprocated
- Play whole class games such as "Who's Missing" where one student is chosen to Guess, another student hides, and then the Guesser looks to see who is missing.
- Show and tell of a photograph or memorabilia of a friend

## ENRICHMENT

- Students use puppets and the puppet theater to create their own "play" of a conflict and show the puppets going through the 4 steps to resolve their problem.
- Write about a problem s/he once had and how s/he resolved it.

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- Brainpopjr video on FRIENDS:  
<https://jr.brainpop.com/health/relationships/friends/>
- Blog on helping students make friends:  
<https://www.scholastic.com/teachers/blog-posts/brian-smith/helping-students-make-friends/>
- Blog Can We Be Friends:  
<https://www.scholastic.com/teachers/articles/teaching-content/can-we-be-friends/>
- Blog on building relationships: <https://www.scholastic.com/teachers/blog-posts/sandy-carrillo/17-18/building-relationships--making-new-friends/>
- Elmo video on friends (15min)  
<https://www.youtube.com/watch?v=4oiCjtN2GZ4>

## Suggested Materials

- Weekly Readers
- Daniel Tiger video: Friends Help Each Other (clip on youtube or use Amazonprime)
- Anchor Charts
- Puppets/Dolls
- Posted Rules
- Books:  
*Gingerbread Friends* by Jan Brett  
*Enemy Pie*  
*Stick and Stone*  
*Big Friend*  
*The Sandwich Swap*  
*Peanut Butter and Cupcake*

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- Friends song from Sesame Street:  
<https://www.youtube.com/watch?v=a1FNTMs3ofM>
- Daniel Tiger <https://www.youtube.com/watch?v=IELCr6QFIAC>

[How Do Dinosaurs Play with Their Friends?](#)  
[We Are Best Friends](#)  
[The Rainbow Fish](#)  
[Fancy Nancy- Tea for Two](#)  
[Friend Ship](#)

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills CRP1. Act as a responsible and contributing citizen and employee.** (Students learn about being responsible for behaviors and actions and the appropriate steps to conflict resolution with others.)

**Technology 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.** (Students will be using TCI and viewing online videos about friendship and getting along with others.)

**Social and Emotional Learning: Relationship Skills: Establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.**

**Language Arts SL.K.1A Follow agreed-upon rules for discussions (i.e. listening to others and taking turns speaking about the topics and texts under discussion.)** (Students follow rules for listening to others and working with others in conflict resolution.)

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<b>Unit 3: Wants and Needs</b> TCI Unit 10	<b>Time: December</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What do people want and need?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I know that basic human needs are food, clothing, and shelter.</li><li>• I know the difference between a want and a need.</li></ul>	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.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT discriminate Wants and Needs by finding pictures in magazines of wants and needs and pasting them on a paper divided in half, pre-labeled Wants on one side and Needs on the other side. Students then circle one of the Wants that may be more expensive and may require long-term saving for the item. Students should have at least 3 pictures on each side. 6.1.4.C.2; 6.1.4.C.11</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Participation in class discussions</li><li>✓ Observation of students completing assignments</li></ul> <b>Materials</b> <ul style="list-style-type: none"><li>• Magazines</li><li>• Pre-folded and labeled papers WANTS and NEEDS</li></ul>
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• Make a piggy bank from an empty container and paint it.</li><li>• Invite a banker to come in and speak to the children (First Hope sometimes gives free piggy banks)</li><li>• Make a class list of wants and needs for our classroom</li><li>• Learn about different coins from starfall.com website or books and then do rubbings with each coin using paper and crayons to see the impressions</li><li>• Set up a Store center for students to practice buying and selling items and deciding if it is a Want or Need</li><li>• Using photographs (TCI Unit 10 Slides 14-17 have examples), students identify food, clothing, and shelter.</li></ul>		<b>REINFORCEMENT</b> <ul style="list-style-type: none"><li>• Preview vocabulary: needs, wants, shelter</li><li>• Bring in actual items for children to sort into 2 hula hoops (wants and needs)</li></ul>

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- Students draw a picture of how their family meets their needs. (Illustrations should include a home, food, and clothing on a family member)
- Write a holiday Want List and a holiday Need list in which they list things they would love to have and things they need
- Have a holiday book exchange. Students practice the 5 steps to opening a present.
- Host a toy drive or participate in one. Students bring in gently used toys that they no longer want for other children. (WANT)
- Host a coat drive or participate in one. Students bring in new or gently used coats for other children that need them. (NEED)
- Read *If You Give a Mouse a Cookie*. As a whole class list the mouse's needs.

## ENRICHMENT

- find images in books or magazines or locate digital images of people meeting their needs
- create a story in which a character meets all their needs

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- [www.moneyinstructor.com/kindergarten.asp](http://www.moneyinstructor.com/kindergarten.asp)
- [www.brighthubeducation.com/pre-k-and-k-lesson-plans/46534-kindergarten-economics-with-corduroy/](http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/46534-kindergarten-economics-with-corduroy/)
- <http://financeintheclassroom.org/passport/kindergarten/>
- Needs and Wants brainpopjr video:  
<https://jr.brainpop.com/socialstudies/economics/needsandwants/>
- Saving and Spending brainpopjr video:  
<https://jr.brainpop.com/socialstudies/economics/savingandspending/>
- Berenstain Bears Wants and Needs video 6 min  
[https://www.youtube.com/watch?v=xhR4VtfgNWU&list=PL2bKpf\\_mrVixIS1f87P3oRISGtMvFhG1l](https://www.youtube.com/watch?v=xhR4VtfgNWU&list=PL2bKpf_mrVixIS1f87P3oRISGtMvFhG1l)

## Suggested Materials

- Weekly Readers
- Books:  
*Bennies' Pennies*  
*Spending and Saving* by Mary Hill  
*Curious George Saves His Pennies*  
*Berenstain Bears: Trouble With Money*  
*Alexander, Who Used to Be Rich Last Sunday*  
*The Pigeon Wants a Puppy*  
*The Ducklings Gets a Cookie*  
*Don't Let the Pigeon Stay Up Late*  
*If You Give a Mouse a Cookie*  
*If You Give a Moose a Muffin*  
*Bunny Money* by Rosemary Wells

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills 9.1.4.B.1 Differentiate between financial wants and needs.** (Sorting pictures from magazines as a want or a need.)

**Technology 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.** (Students will be using TCI and viewing online videos wants and needs.)

**Social and Emotional Learning- Responsible Decision-Making: Identify the consequences associated with one's actions in order to make constructive choices.**

**Language Arts: SL.K.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.** (Students add drawings to Christmas list of wants or list of needs.)

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Unit 4: My World  
TCI Chapers 7, 8

Time: Feb-March

Standards:

## Essential Questions

- What is in my neighborhood?
- Where am I in the world?

## Enduring Understandings

- I know what buildings, people, and place are in my neighborhood.
- I know my city, state, country, and world.

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 how the information may be useful.

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.

## Benchmark Assessment(s)

- SWBAT recognize and sort pictures into different categories: Me, City, State, Country, Planet. After reading Me on the Map, students preview pictures on a worksheet to cut out and paste onto a circular step book. Students should be able to identify the 5 pictures and sequence them in order. See Me on the Map benchmark in Materials. 6.1.4.A.14; 6.1.4.B.1; 6.1.4.B.3

## Other Assessments

- ✓ Participation in class discussions
- ✓ Teacher observations of activities/assignments

## Materials

- Teach TCI Social Studies
- Globes, maps, atlases
- Symbols of My Country- Handout B
- Photographs of national symbols
- Me on the Map Benchmark Materials:  
Me on the Map big book  
5 Pre-cut circles of different colors and sizes similar to the ones shown :  
<https://www.playdoughtoplato.com/me-on-the-map-craft/>
- Pictures for students to identify as Me, City, State, County, Planet ( clip art or photographs)

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## SUGGESTED ACTIVITIES

- Set up a Map Center where students can look through different maps (Map of Land of Make Believe, Map of the school, World Maps, US map, etc.), and create their own maps and models of towns using recycled materials.
- Send home a record sheet for student families to record all the states and/or countries visited. In class, place student pictures or names on those places to display “Place We Have Visited”
- Students use puffy paint to paint the Earth green/brown and blue to represent land and water.
- As a whole class, make a map of the classroom on the Smartboard or chart paper.
- As a whole class, review the fire safety route map.
- After reading Rosie’s Walk, students make a sequenced picture book that shows where Rosie went on her walk. (i.e. Rosie walked across the yard, around the pond, past the mill, etc.)
- After finding Ireland on a world map for St. Patrick’s Day, students make an island with green clay and put it on a blue painted paper plate with Ireland’s flag. See [www.littlegiraffes.com](http://www.littlegiraffes.com)
- Listen to Irish music for Saint Patricks day and watch video of Irish dancing <https://www.youtube.com/watch?v=HgGAzBDE454>
- After reading Town Mouse, Country Mouse, students draw a picture of their own home and write My home in Blairstown, New Jersey, USA.
- Use pre-cut shapes from construction paper to create a house. After an adult write the student’s address on it, students practice memorizing address.
- Play Simon Says using cardinal directions.
- Use googlearth on the Smartboard to locate different places and see them from “Bird’s Eye View”
- Sing a song for students to learn the oceans and continents. See Suggested Websites
- Read “The Berenstain Bears: New Neighbors” by Jan & Stan Berenstain. Discuss why it is important to be accepting of people who are different than you. Also discuss how we can stand up against prejudice and bullying. (Holocaust Commission Lesson)

## REINFORCEMENT

- Review vocabulary, especially names of town, state, and country
- Use Google Earth to show how we “zoom in” to identify a smaller region such as a state, then town, then road, etc.
- Use a road/train map rug and play with students while using content language and vocabulary

## ENRICHMENT

- Using digital tools or Atlases, students explore different map projections
- Students research how the land used to look and compare the change of the continents.
- Students create their own treasure hunt for peers providing a map and written directions.
- Practice the correct spelling for Blairstown and New Jersey

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- Brainpopjr-Rural, Urban, Suburban: <https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>
- Brainpopjr-Continents and Oceans <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
- Brainpopjr-Homes <https://jr.brainpop.com/socialstudies/communities/homes/>  
Brainpopjr-Reading Maps <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Youtube-Ocean song <https://www.youtube.com/watch?v=X6BE4VcYngQ>
- Map Maker <https://www.pinterest.com/pin/506936501801670250/>

## Suggested Materials

- Smartboard
- Weekly Readers
- Globes
- Maps
- Map Puzzles
- Atlases
- Rug Map, cars
- Wooden Toy Train set
- Recycled materials
- Paper plates
- Books:

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Mapping Penny's World  
Town Mouse, Country Mouse  
Me on the Map  
Rosie's Walk by Pat Hutchins  
A Trip to the City (MONDO Shared Rdg)  
From Here to There by Margery Cuyler  
Harry's Home by Catherin Anholt  
My Country 'Tis of Thee by Scholastic  
There's a Map on My Lap by Dr. Seuss

## **Cross-Curricular Connections**

*21<sup>st</sup> Century Skills: CRP2. Apply appropriate academic and technical skills. (Students use their skills when viewing maps.)*

*Technology: Identify the basic features of a digital device and explain its purpose. (Students use TCI, view videos, and learn about maps while using technology and its basic features.)*

*Social Emotional Learning: Develop, implement, and model effective problem solving and critical thinking skills. (Making maps of classroom or bedroom.)*

*Math: K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (Students use relative positions when discussing maps and navigating.)*

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<b>Unit 4 : Culture</b> TCI 9	<b>Time: December- January</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do people live around the world?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I know how all people are alike and different.</li><li>• I can describe some celebrations and holidays from different groups of people.</li></ul>	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT compare their family to a family from a different culture. Fold a 12 x 18 paper in half and on the left side labeled My Family, students draw a picture of their family celebrating or participating in a tradition (i.e. 4<sup>th</sup> of July celebration, birthday party, etc.). On the right side labeled Other Families, students draw a picture of another family from a different culture celebrating or participating in a tradition (i.e. Chinese New Year Parade, St. Lucia’s Day). Student should be able to tell teacher about each family. 6.1.4.A.14</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Participation in class discussions</li><li>✓ Teacher observations of activities/assignments</li></ul>
<b>Materials</b> <ul style="list-style-type: none"><li>• TCI Social Studies</li><li>• 12x18 paper</li><li>• Music from different cultures</li><li>• Items from different countries/cultures</li><li>• Photographs of people from around the world</li></ul>		
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• Celebrate Sinterklaas and other winter holidays around the world. Color the flag for each country.</li><li>• Use a Winter Holidays Around the World Journal to draw and write about how different cultures celebrate during the winter season.</li><li>• Sing “It’s a Small World After All” and discuss meaning of the song</li><li>• Listen to music from different cultures.</li><li>• Watch videos of dancers from different cultures.</li><li>• Make a families around the world collage by cutting magazine photos of people and things from different countries</li><li>• Make a celebration cookbook by asking families to send in a family’s cultural recipe and have student draw illustration for the recipe</li><li>• Play Dreidel game</li></ul>		<b>REINFORCEMENT</b> <ul style="list-style-type: none"><li>• Preview vocabulary such as Language and Law</li><li>• Video call with other students in other countries to make the content more real</li><li>• Teach only one other culture and focus just on the differences and similarities between the student’s culture and the other culture</li></ul>

# Kindergarten Social Studies Curriculum

- Make a Menorah
- Make a Kinara
- For Chinese New Year, students read books about the Chinese culture, make a mask for the year's animal, and have a parade.
- Set up a Chinese center for students to explore different cultural objects (chop sticks, character writing, lanterns, dragons, pictures, bamboo, etc.), and compare and contrast them to our culture.
- Practice saying hello or I love you in multiple languages after researching as a whole class. (TCI Unit 9 Handout A )
- Using TCI Unit 9 slide 24, students take a virtual ride to Japan and other countries to learn different cultures such as music, food, and laws
- Encourage guests from a different culture to come in a speak about food, music, laws, etc.
- Read various read aloud books that include children of different ethnicities and cultures including African Americans (e.g., "Of Thee I Sing" by Barack Obama, "Ellen's Broom" by Kelly Starling Lyons, "We Shall Overcome" by Debbie Levy). (Amistad Commission)

## ENRICHMENT

- Using digital tools, have students look at photographs of a specific country of interest, then create a poster about that country including the name, flag, and illustration or photo of the country
- If students have visited another country, have them present photographs and memorabilia from their trip to other students
- Set up a pen pal in a different country

## Suggested Websites

- Brainpopjr: Ancient China <https://jr.brainpop.com/socialstudies/ancienthistory/ancientchina/>
- Brainpopjr: Winter Holidays <https://jr.brainpop.com/socialstudies/holidays/winterholidays/>
- Youtube- Shalom Sesame Street videos: <https://www.youtube.com/watch?v=Nv-ddVH-iiM>
- Youtube-Dreidel Song and video <https://www.youtube.com/watch?v=ETPIDKT4hdM>
- Youtube-Sinterklaas <https://www.youtube.com/watch?v=FAef6HGaGVg>
- Youtube-Saint Lucia Day [https://www.youtube.com/watch?v=i2-Q\\_ObdE-4](https://www.youtube.com/watch?v=i2-Q_ObdE-4)

## Suggested Materials

- Weekly Readers
- Menorah
- Kinara
- Dreidel and coins
- St Lucia wreath craft
- Star boy hat and star craft
- Gifts from sinterklaas
- Christmas Tree
- Chinese items for a center
- Books: *Olivia Goes to Venice*, *Five Chinese Brothers*, *The Runaway Wok*, *Something from Nothing*, *The Little Overcoat*, *My First Kwanzaa*, *DreidelDreidel Dreidel*, *Red is a Dragon*, *It's a Small World*, *Elmo's Little Dreidel*

## Cross-Curricular Connections

*21<sup>st</sup> Century Skills:CRP1. Act as a responsible and contributing citizen and employee.* (While discussing culture, encourage students to talk positively when discussing cultures that seem different from their own.)

*Technology: 8.1.2A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)* (Students and teacher together use navigation skills when using technology in this unit.)

*Social Awareness: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.*

*Language Arts: L.K.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.* (Words and phrases such as multiculturalism , culture, diversity.)

# Kindergarten Social Studies Curriculum

<b>Unit6: Taking Care of the World** (Sci &amp; SS Unit)</b> <b>TCI Unit 11</b>	Time: April - June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How can I help take care of the world?</li> <li>• How can we conserve natural resources?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I know where garbage goes.</li> <li>• I know how to sort waste.</li> <li>• I can recycle, reuse, and reduce waste and save natural resources.</li> </ul>	<b>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</b>  <b>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.</b>  <b>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or living things in the local environment.</b>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ SWBAT illustrate and write their personal promise to help take care of the earth. Complete this benchmark at the end of the unit after all activities and discussions are completed. 6.1.4.B.8; 6.1.4.C.9</li> </ul>	<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Participation in class discussions</li> <li>✓ Teacher observations of activities/assignments</li> </ul>	
<b>Materials</b> <ul style="list-style-type: none"> <li>• TCI Social Studies</li> <li>• Paper for benchmark (Personal Promise)</li> </ul>		
<b>SUGGESTED ACTIVITIES</b>		
<b>Using TCI SS:</b> <ul style="list-style-type: none"> <li>• Discuss garbage using Handout A</li> <li>• Using a collection of “Garbage” (clean), students sort into different bins</li> <li>• Listen to a story about garbage in TCI Unit 11 slide 20, then sort the story cards in order.</li> <li>• Take a walk around the school to make sure other classrooms are recycling their waste properly.</li> <li>• Match garbage to something it could be recycled into Using TCI Unit 11 Handout F</li> <li>• Discuss spending and saving by reusing items instead of buying new ones- See TCI Unit 11 slides 46-54</li> <li>• Make a piggy bank from a plastic bottle as a way to reuse, then have students use other recycled materials to create</li> </ul>	<b>REINFORCEMENT</b> <ul style="list-style-type: none"> <li>• Preview vocabulary prior to the Unit content, such as reduce, reuse, recycle, garbage</li> <li>• Focus on one topic at time such as Reducing Waste, rather than combining terms/topics</li> </ul>	

# Kindergarten Social Studies Curriculum

something new at home, then bring to school and discuss

Using FOSS:

- Read Science Resources: “Land, Air, and Water” and discuss things that need to be taken care of in our world. Review resources from Earth, such as trees, water, land, and air.
- Take a walk in the playground or around the school and pick up garbage and throw away correctly. Use magnets to see what kinds of cans can stick to it.
- Have students create new signs for the garbage and recycling cans using correct spelling and a symbol or simple illustration.
- Students make recycled paper from used paper by tearing it into small pieces, adding water, shaking it, and pouring the pulp into a strainer and rolling it between wax paper.
- Students make paper stronger by learning technique Paper-Mache (Foss Investigation 3 Part 5)
- Take a field trip to a recycling center
- Host a GREEN day by wearing green, packing reusable containers to reduce lunch and snack waste, encourage use of a reusable water bottle, and use only white boards instead of paper, etc.
- Collect the school’s markers at the end of the year and send them to Crayola to be recycled.

## ENRICHMENT

- Send home a calendar, or use one in class for students to check off the days they have checked the recycling bins for correct sorting.
- Have students tally how many times they fill up a cup or water bottle with water to conclude how many plastic water bottles have been saved.

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- Youtube.com Going Green Song:  
<https://www.youtube.com/watch?v=8DJ45Yc3urg>
- Brainpopjr Video Reduce, Reuse, Recycle:  
<https://jr.brainpop.com/search/?keyword=Reduce%2C+Reuse%2C+Recycle>
- Brainpopjr Video: Natural Resources:  
<https://jr.brainpop.com/science/conservation/naturalresources/>
- [www.earth911.com](http://www.earth911.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [http://www.kindergarten-lessons.com/recycling\\_for\\_kids/](http://www.kindergarten-lessons.com/recycling_for_kids/)

## Suggested Materials

- Weekly Readers
- Magnets
- Paper, Glue, Corn Starch for Paper Mache
- Recycling Bins
- Recycling Sort Worksheet: <https://www.simplykinder.com/free-recycling-sort/>
- Books: *The Story of a Chair* (Foss)  
*Just a Dream* (Chris Van Allsburg)  
*Paper, Paper Everywhere* by Gail Gibbons  
*What is the World Made of?* Kathleen Zoehfeld  
*Natural Resources* by Sue Carraclough  
*Earth’s Natural Resources* by Amy Bauman  
*Natural and Human-Made* by Lindeen Carol K.  
*Michael Recycle*  
*Why Should I Recycle?*

## Cross-Curricular Connections

21<sup>st</sup> Century Skills 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. (Hosting the Crayola Marker Recycling project or picking up trash in the playground.)  
Technology 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment. (Throughout unit’s lessons on recycling.)  
Social and Emotional Learning- Responsible Decision Making: Identify the consequences associated with one’s actions in order to make constructive choices. (Consequences to not sorting trash and not recycling. Identify constructive choices such as reusing a Ziploc bag.)  
Math-K.MD.B.3 Classify objects into given categories; count the number of objects in each category, and sort the categories by count. (Sort trash items into recycling bins and count.)