

KINDERGARTEN: WELCOME TO MY WORLD



FAMILIES

**GEOGRAPHY
SKILLS**

HELPERS

SOCIAL STUDIES SKILLS

NEIGHBORS

LIFE LONG AGO

GOVERNMENT

WORK

ENVIRONMENT

RULES

Social Studies Skills: 6.1


*Social Studies Skills need to be used throughout the study of the units and across the curriculum.


Reading Skills	Writing Skills	Map and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <input type="checkbox"/> Main Idea and Details <input type="checkbox"/> Retell stories <input type="checkbox"/> Compare and contrast Information <input type="checkbox"/> Classify/Categorize <input type="checkbox"/> Recite poems <input type="checkbox"/> Use illustrations <input type="checkbox"/> Picture Walks <input type="checkbox"/> Predictions <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2nd, 3rd, <input type="checkbox"/> First, Next, Last <input type="checkbox"/> Vocabulary Word Walls for social studies <input type="checkbox"/> Choral Reading <input type="checkbox"/> Internet Child friendly sites – materials, activities <input type="checkbox"/> Electronic Atlas <input type="checkbox"/> Electronic Encyclopedia <input type="checkbox"/> Dramatize historical events 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic Books – final project presented using technology tools <input type="checkbox"/> Friendly Letter <input type="checkbox"/> Letter to the Editor <input type="checkbox"/> Pen Pals - electronic <input type="checkbox"/> Personal Glossary Picture Book – alphabetical order <input type="checkbox"/> Shared Writing <input type="checkbox"/> Write four sentences <input type="checkbox"/> Write narrative accounts <input type="checkbox"/> Write persuasive letters <input type="checkbox"/> Write descriptive paragraphs – four sentences <input type="checkbox"/> Journal and Diary writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Map title <input type="checkbox"/> Map keys <input type="checkbox"/> Picture maps <input type="checkbox"/> Map of neighborhood <input type="checkbox"/> Map of town/city <input type="checkbox"/> Map of State <input type="checkbox"/> Map of the 50 States <input type="checkbox"/> Map of North America <input type="checkbox"/> Map of the World <input type="checkbox"/> History Map <input type="checkbox"/> Political Maps <input type="checkbox"/> Locator Maps <input type="checkbox"/> Landform map 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture graphs <input type="checkbox"/> Bar graphs <input type="checkbox"/> Flow chart <input type="checkbox"/> Pie Chart <input type="checkbox"/> Line Graph <input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home <input type="checkbox"/> KWL Charts <input type="checkbox"/> Create a Chart - organize information 	<ul style="list-style-type: none"> <input type="checkbox"/> Read temperatures - Fahrenheit <input type="checkbox"/> Read calendar <input type="checkbox"/> Timelines <input type="checkbox"/> Diagrams <p style="text-align: center;">(How to Make a Time Line and Timelines through history http://www.socialstudiesforkids.com/)</p>



KINDERGARTEN


UNIT ONE: Staying Healthy and Safe in the Neighborhood

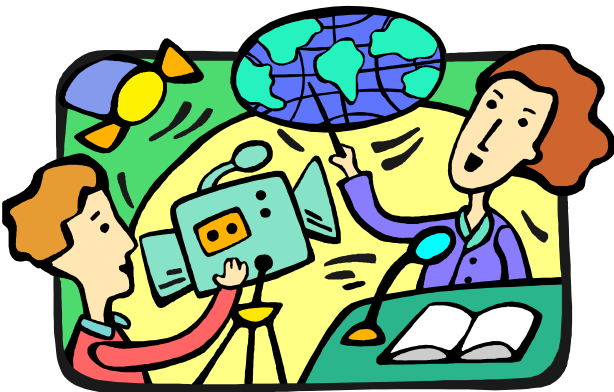
OUTCOMES	VOCABULARY	RESOURCES
<p><u>History 6.4 (Culture)</u></p> <p><u>My Self and Others - Home</u></p> <p>Describe your physical self (gender, ethnicity, language...</p> <p>Recognize that each person has needs, wants, talents, abilities, interests, skills, feelings, likes, dislikes</p> <p>Recognize that each person is unique and important\</p> <p>Identify family members and school members</p> <p>Explain why people need other people</p> <p>Recognize that people need to learn in different ways</p> <p>Show how people change over time (older, appearance, skills...)</p> <p>Recognize that not all families are the same (size, relationships, roles...)</p> <p>Recognize that families around the world are alike and different</p> <p>Compare and contrast how people celebrate important dates and events of the past birthdays, religious holidays, patriotic celebrations, anniversaries, cultural traditions.</p> <p>Recognize that people celebrate traditions and customs that differ form one another</p>	<p>Mother *</p> <p>Father</p> <p>Brother</p> <p>Sister</p> <p>Family</p> <p>Grandmother</p> <p>Grandfather</p> <p>Aunt</p> <p>Uncle</p> <p><small>*Use ethnic names for family members, also, if appropriate</small></p> <p>School Teacher</p> <p>Principal</p> <p>Custodian</p> <p>Nurse</p> <p>Librarian</p> <p>Computer Teacher</p> <p>Birthdays</p> <p>Holy Days</p> <p>Easter</p> <p>Christmas</p> <p>Immaculate Conception</p> <p>Holy Thursday</p> <p>Good Friday</p> <p>Ascension Thursday</p> <p>Feast of the Assumption</p> <p>Holidays</p> <p>Culture</p> <p>Ethnicity</p> <p>Patriotic Celebrations, Anniversaries, Cultural traditions</p>	<p>Games and Activities for Kindergarten</p> <p>http://www.sfsocialstudies.com/k/u2/index.html</p> <p>Exciting Webquests for Kindergarten</p> <p>http://eduscapes.com/sessions/travel/k3webquests.htm</p> <p>These are excellent sites for lessons, pictures, activities</p> <p>http://www.kent.k12.wa.us/curriculum/soc_studies/elem/elementary.htm</p> <p>http://www.glc.k12.ga.us/seq/ps/sudisplay.asp?SUID=269</p> <p>http://classroom.jc-schools.net/basic/socst.html</p>


OUTCOMES	VOCABULARY	RESOURCES
<p><u>History 6.4 (Culture)</u></p> <p><u>Neighborhoods</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe people and places in the neighborhood <input type="checkbox"/> Identify common signs, logos and symbols in the neighborhood <input type="checkbox"/> Describe the different kinds of homes in your neighborhood <input type="checkbox"/> Describe the jobs in the neighborhood that people do <p><u>Economics 6.5</u></p> <p><u>Wants and Needs</u></p> <p>Demonstrate an understanding of wants and needs. Give examples of each</p> <p>Explore how people help others meet their basic needs and wants (schools, libraries, museums, police, fire medical workers, day care workers)</p> <p><u>Spending and Saving</u></p> <p>Describe how people need to make economic decisions (what to buy, share, give save)</p>	<p>Stop sign School Railroad Walk Don't Walk</p> <p>Lights Walking figure</p> <p>Homes Apartments Condominium Stores Community</p> <p>Wants Needs</p> <p>Goods Services</p> <p>Trade Buy</p> <p>Books Library Clothes Toys</p>	<p>Webquest: Neighborhoods</p> <p>http://www.eiu.edu/~readctr/800WebQuests/Nowak%20Web/index.htm</p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Good and Services</u></p> <p>Identify basic goods and services a family needs for everyday life Explain how the products we eat, wear and use impact our health and the environment</p> <p><u>Jobs</u></p> <p>Give examples of different kinds of jobs that school people and neighborhood helpers do Explain why people hold different jobs Compare and contrast jobs of today with some jobs from the past</p> <p><u>Transportation</u></p> <p>Describe ways of traveling in your neighborhood</p> <p><u>Scientists and Inventors</u></p> <p>Retell stories of important scientific discoveries and inventions (e.g. Light Bulb)</p> <p><u>Money</u></p> <p>Recognize that people use money to purchase goods</p>	<p>Bakery, Mail Worker, Grocer, Doctor, Nurse, Firefighter, Police Officer, Medical Workers, Crossing Guard Day Care Workers</p> <p>Car</p> <p>Train Truck Bike</p> <p>Money Buy</p>	<p>Webquest” Economy</p> <p>http://www.moneyinstructor.com/elementary.asp</p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Civics 6.2</u></p> <p><u>Rules and Laws</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the need for fair rules <input type="checkbox"/> Identify and follow school rules to ensure safety and order <input type="checkbox"/> Explore the different rules we have as home, at school, in the neighborhood <input type="checkbox"/> Understand that a neighborhood rule is called a law <input type="checkbox"/> Demonstrate the consequence of not following a rule <input type="checkbox"/> Demonstrate safety during a fire drill <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the different responsibilities you and family members have in your home family, school family, neighborhood <input type="checkbox"/> Select two or more songs and vote for your favorite <input type="checkbox"/> Analyze classroom problems and give examples of good and fair solutions to the problems <p><u>Rights - Citizens</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the different rights you and family members have in your home family, school family, community family <input type="checkbox"/> Explain that a citizen is a member of a country 	<p style="text-align: center;">Rules Consequences</p> <p style="text-align: center;">Laws</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Rights Responsibilities</p>	<p>Great Activities, Lessons and Games http://atozteacherstuff.com/Lesson_Plans/Social_Studies/Grades_K-2/Civics_Government/index.shtml</p> <p>Kindergarten Voting: http://www.kidsvoting.org/classroom/curriculum.htm</p> <div style="text-align: center;">  </div>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Civics 6.2</u></p> <p><u>Government:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize that the President is the leader of the United States <input type="checkbox"/> Retell stories of our first president <input type="checkbox"/> Retell stories that showed Abraham Lincoln cared about freedom <p><u>Symbols</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the symbols of our nation: Pledge, flag, stars and stripes <input type="checkbox"/> Explain how and why we should respect our flag <input type="checkbox"/> Celebrate Flag Day – June 14 <p><u>Holidays</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the holidays we celebrate as a nation. <p><u>Music</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sing the song America 	<p style="text-align: center;">President White House</p> <p style="text-align: center;">George Washington Abraham Lincoln</p> <p style="text-align: center;">Pledge of Allegiance Flag Stars and Stripes Betsy Ross</p> <p style="text-align: center;">Throughout the school year through stories, songs, rituals and videos /software celebrate each and every national holiday – with meaning.</p> <p style="text-align: center;">National Holidays: Memorial Day, July 4th Labor Day, Columbus Day, Veterans’ Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day</p> <p style="text-align: center;">Black History Month Chinese New Year Kwanzaa</p> <p>Fireworks, picnics, parade, turkey,</p> <p>Thanksgiving, Native Americans, Pilgrims,America</p>	<p style="text-align: center;">Webquests</p> <p>Thanksgiving http://www.rockwood.k12.mo.us/itech/webquests/su2003elem/spencer/mustardcomicsans/teacher.html</p> <p>American Flag http://www.rockwood.k12.mo.us/blevins/menzel/ourcountrywq/</p> <div style="text-align: center;">  </div>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Geography 6.6</u></p> <p><u>Location: Maps and Globe</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use terms up, down, left, right... correctly <input type="checkbox"/> Describe location of objects in the room as far, up, down, under, back, front, here, above, below <input type="checkbox"/> Identify the globe as a model of the earth <input type="checkbox"/> Recognize maps as different representations of Earth <input type="checkbox"/> Discover your neighborhood and school neighborhood on a local map <input type="checkbox"/> Construct simple maps of the school area <input type="checkbox"/> Use a picture map of your school to find locations <input type="checkbox"/> Find streets on a picture map of your neighborhood <input type="checkbox"/> Identify map keys for land and water <p><u>Weather and Climate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Give examples of seasonal weather changes <input type="checkbox"/> Describe how seasonal changes affect us and our environment 	<p>Earth Model</p> <p>Streets Neighborhood Town</p> <p>Globe Map Earth</p> <p>Town City</p> <p>Country United States</p> <p>New Jersey United States</p> <p>Atlantic Ocean North Pole South Pole</p> <p>Summer Fall Winter Spring</p> <p>Cold' Hot Warm</p> <p>Rain Snow Sleet</p>	<p>Lesson Ideas:</p> <p>http://www.lessonplanspage.com/SSMapsGlobes12.htm</p> <p>Lesson Ideas</p> <p>http://www.nationalgeographic.com/xpeditions/lessons/18/gk2/geoskills.html</p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Geography 6.6</u></p> <p><u>Landforms</u></p> <p><input type="checkbox"/> Find the different landforms (mountains, valleys...) that can be located on a map and globe</p> <p><u>Waterforms</u></p> <p><input type="checkbox"/> Find the different waterforms (lakes, rivers, oceans...) that can be located on a map and globe</p> <p><u>Natural Resource</u></p> <p><input type="checkbox"/> Identify natural resources in the environment that are important to you</p> <p><input type="checkbox"/> Show how you can take care of the environment in your neighborhood</p> <p><input type="checkbox"/> Compose a poem for Earth Day April 22</p> <p><u>New Jersey Catholic School Students Go Green:</u></p> <p><input type="checkbox"/> Compose a poem/song showing how you are caring for our Earth.</p> <p style="text-align: center;">Reuse Recycle Reduce</p>	<p><u>Landforms</u> Land Forest Hill Plains Mountains park</p> <p><u>Waterforms</u> Ocean River Lake</p> <p>Water Air Oil Gas Grass Soil Land trees</p> <p><u>Environment</u> Reuse Recycle Reduce</p>	<p>These are excellent sites for lessons, pictures, activities</p> <p>http://www.kent.k12.wa.us/curriculum/soc_studies/elem/elementary.htm</p> <p>http://www.glc.k12.ga.us/seqlps/sudisplay.asp?SUID=269</p> <p>http://classroom.jc-schools.net/basic/socst.html</p> <p><u>Webquest: Neighborhoods</u></p> <p>http://www.eiu.edu/~readctr/800WebQuests/Nowak%20Web/index.htm</p> <p>New Jersey History Museum</p> <p>http://www.censusfinder.com/new-jersey-historical-museums.htm</p> 

SOCIAL STUDIES STANDARDS; STRATEGIES AND ASSESSMENTS

	RECALL/ COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESES	EVALUATION
WORD	Read/listen/Respond; Literature about boys and girls – fiction, non-fiction and poetry	Show and Tell: something Important About Me	Oral: Summarize how students are alike/different Compare and Contrast: Family Celebrations	Compose a class rhyme about children’s names, likes, descriptions	Investigate your grandparents’ lives as children
LOGIC	Bar graphs: Information about self, family, size	Web Words; illustrate words about me, myself, and I	Large picture of you: What is so special about you	Create a map of your ideal bedroom	Rate stories: I liked, I disliked _____ because _____
PICTURE	Draw pictures of the route you take to school	Paint a picture of something you noticed on a class trip	Contrast summer outdoor games and winter outdoor games	Imagine you life: Rain all summer?	Select favorite pictures about climate
BODY	Hop-scotch: My neighborhood/home/school maps	Teach someone how to remember your address	Categorize landforms/Waterforms in your town/city	Draw/make an invention to make summer outdoor chores easier	Decision: Facts and opinions of commercial toys
MUSIC	Sing/Listen to songs of nature	Listen to music about sharing. How can you share, too?	Compare and contrast themes of songs/rhymes	Make up songs, rhymes about people who serve us	Listen to songs about different characters. This character is a good/sad family member because...
PEOPLE	Discuss different foods eaten and enjoyed in each other’s homes	Construct a model of a favorite family celebration	Chart: Write questions you would really love to ask a child from another country	Produce a mural: Christian Family Life	Choose class members to give opinion about family rules
SELF	Journal: Draw pictures of impressions of stories heard about children from here and other places	Record class questions about why people live where they do	Investigate how a natural resource is used	Design a place where you can live	Verdict: how well do we use our natural resources?