

**Kindergarten Social Studies Curriculum
July 2004**

Course Description:

Kindergarten students are eager to explore and discover their environment and their family backgrounds. Filled with curiosity, they are willing to actively participate in learning about themselves, their families, their school and community, and the world around them. This social studies curriculum is designed so that kindergarten students will be better able to learn and understand basic concepts and aspects of our government (politics and civics), world history, US and NJ history, economics, and geography. Students will be exposed to a variety of content that is NJ standards-based which will stimulate higher-level student thinking and which will help to form the foundation for clear social studies development in future school years.

Students will actively be engaged in social studies experiences that invite them to delve deeper into communicating, reasoning, problem solving and just in general, learning all about themselves and their backgrounds and the backgrounds of all citizens. They will explore, analyze with teacher support, make some decisions, brainstorm, discuss, work cooperatively with others, and learn to draw their own conclusions. Students will make connections between the past, present, the future and how it has affected history along with the history of their families and themselves. Through a vast variety of activities for all learning styles, students will be able to demonstrate and apply their understanding. They will be able to develop positive attitudes about themselves, their families, their community and their country.

This curriculum will provide kindergarten students with meaningful strategies, activities, and experiences engulfing all learning styles, which support the many strands identified in the social studies core curriculum standards. These meaningful strategies, activities, and experiences will help students master the skills needed to better understand their own backgrounds as well as the backgrounds of those around them. It will make students more aware of how their peers and those in the community, although very unique, are still quite similar in many ways. The activities noted will pique the interests of students and make social studies more meaningful to each of them. The activities will also enable classroom teachers to teach social studies concepts and skills, assess children's progress within authentic contexts, and extend social studies to other areas of the curriculum.

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1.1 Identify and explain the need for rules, laws, and government.

Suggested activities may include but are not limited to the following:

1. As a class create a list of classroom rules to be identified and followed throughout the school year. The list will be reviewed on a regular basis and posted for the students to refer to as needed.
2. Discuss the need for classroom rules and how this relates to the Constitution as well as the laws that we must follow as citizens of our community, county, state, and nation.
3. During the Presidents' Day Week, discuss how George Washington was our first president and the first leader to implement the US Constitution. Utilizing songs, poems, finger plays, art projects, reading stories and viewing movie/videos, will help in a better understanding of how our country's rules were first implemented. We can then compare it to how we implemented our own class rules.
4. Through the presentation of our "police safety" programs that are held autumn, winter, and spring, students will be able to meet with a local police officer to listen to safety rules as they pertain to our seasons and students will be able to ask questions related to our these rules and the rules of our community.
5. Students will learn the Pledge of Allegiance and learn why we do it through the reading of books about the pledge.
6. Students will be introduced and taught many patriotic songs through the use of CD's, tapes, and records.
7. Using a sticker chart to keep track of those who are keeping the classroom rules can be used.
8. Encourage students to illustrate and write about a rule that they think we should have in our classroom and why.

Instructional Strategies:

- Writing journals
- Literature/Poetry/Finger plays
- Art projects
- Cooperative learning groups
- Class discussions
- Brainstorming
- Modeling
- Centers
- Videos
- Guest speakers
- Graphing
- Singing
- Cross-Curricular Activities

Suggested Resources:

1. Videos: American History for Children Video Series,
2. Literature: See attached list
3. Career People Puppet Sets
4. Drive Around Carpet
5. Hopatcong Police Department/Seasonal Safety Programs
6. Web Site: Historic Mount Vernon The home of our first president, George Washington <http://www.mountvernon.org/>.
7. Cassette tapes, CD's: Wee Sing America

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1 .2 Give examples of authority and recognize problems that might arise from lack of effective authority.

Suggested activities may include but are not limited to the following:

1. Safety programs will take place seasonally by members of the Hopatcong Borough Police Department. During these sessions make sure students are given time to ask questions for clarification.
2. Invite building principal in to talk to the students about building rules and problems that might arise from lack of following them. Allow students time to ask questions.
3. Review classroom rules and discuss the results that could occur if these rules were not followed.
4. Invite students to use their writing journals to write and make an illustration of a classroom rule and then write and illustrate about what would happen if that rule were not followed.
5. With the use of safety videos, students will be able to see how important it is to follow authority.
6. Role-play situations involving authority and what happens if it is not followed.

Instructional Strategies:

- Modeling
- Videos
- Role-playing
- Guest speakers
- Writing journal activities
- Cooperative learning
- Class discussions
- Literature

Suggested resources:

1. Literature: See attached list
2. Videos: American History for Children Video Series
3. Hopatcong Police Department/ Seasonal Safety Programs
4. Building principal or supervisor

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1.3 Describe how American citizens can participate in community political life.

Suggested activities may include but are not limited to the following:

1. Discuss the right of each citizen to vote at the age of 18. Students can learn about the voting process by nominating several cookie favorites and then having students vote on their favorite cookie on a tally chart. They can practice voting for any number of things: favorite animals, television shows, etc.
2. On Election Day students can use shoeboxes and paper ballots to cast their votes for their favorite candidates.
3. Students can participate in Earth Day activities to help clean their communities.
4. Read literature on community workers (elected officials and community workers).
5. Discuss current events as they occur in the community through the use of the town newspaper. Discuss other means of staying in touch with community political life such as the Internet, local radio stations, and television.
6. Invite local political figures to come into the classroom to discuss community life and how it affects all citizens.

Instructional Strategies:

- Discussions
- Graphing
- Voting
- Literature
- Guest speakers
- Cooperative learning
- Brainstorming

Suggested Resources:

1. Literature: See attached list
2. Local newspapers
3. Internet:
4. Local political figures

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1.4 Understand that justice means fairness for all.

Suggested activities may include but are not limited to the following:

1. Review the classroom rules that were created at the beginning of the school year. Discuss how rules mean justice and fairness for all members of the classroom.
2. During the month of January present a study on the life of Dr. Martin Luther King, Jr. Read a variety of texts about Dr. King's life and how he stood for justice and fairness for all. Read stories about the life of Rosa Parks and how she also stood for justice and fairness for all.
3. View videos on Dr. Martin Luther King's life.
4. Learn several songs and finger plays about Dr. King.
5. Using student writing journals, have students illustrate and write about Dr. King or Rosa Parks and how they stood for justice for all.
6. Do various related art projects. (Example: A candle being held by a black and a white hand, the dove of peace with olive branch in beak being released by a black and a white hand.)
7. Role-play situations in which things are not done fairly, and have students discuss and role-play how the outcome could have been dealt with in a way that was fair and just.

Instructional Strategies:

- Class discussions
- Singing
- Finger plays
- Writing journal activities
- Videos

- Literature
- Modeling
- Art projects
- Role-play

Suggested Resources:

1. Video: “Prejudice: Answering Children’s Questions,” “Dr. Martin Luther King”
2. Literature: See attached list
3. Poster of classroom rules.

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1.5 Know that a responsibility means something you must or should do.

Suggested activities may include but are not limited to the following:

1. Hold a discussion on what responsibility means. Brainstorm and list responsibilities that kindergarten students could or should be able to be held accountable for.
2. Using writing journals have students illustrate a responsibility that they have at home or at school. Have them write about that responsibility.
3. Delegate classroom helpers who will be responsible for such areas as: watering plants, feeding class pets, collecting writing materials, closing closet doors, line leaders, messengers, etc. Discuss how each responsibility is important and what would happen if the helper were not responsible.
4. Chore Charts: Send home a chart/graph for one week that parents and students will fill out. Family will agree upon the chore and check off when it is completed. At the end of the week student and parent will write about the outcome of the week's chore and whether the student was responsible or not and if not, what were the ramifications.
5. Invite into the classroom, school and community helpers to discuss their responsibilities and why their jobs are important.
6. As a class, develop a class play or puppet play about responsibility.
7. Read literature on being responsible.

Instructional Strategies:

- Literature
- Class or puppet play
- Graphing
- Homework
- Writing journal activities
- Discussions
- Brainstorming activities
- Guest speakers
- Modeling
- List making
- Cooperative learning
- Class chores

Suggested Resources:

1. Videos: “Richard Scarry’s Best Busy People Video Ever,” “The Fire House” (Sesame Street), “The Hospital” (Sesame Street), “The Lorax” Dr. Seuss.
2. Literature: See attached list
3. Career People Puppet Sets
4. School and Community helpers

Standard 6.1(Civics, Politics, and Government)

All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Students will:

6.1.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

Suggested activities may include but are not limited to the following:

1. Show cultural diversity and respect for others through learning about and recognizing holidays unique to various groups of people. Read literature about these different customs and holidays. Invite students' families to come in as guest speakers to talk about their ethnic backgrounds.
2. Christmas Around the World: Invite students to learn about the various ways Christmas is celebrated in our country and around the world. Take a "world tour" of various countries, learning about their holiday customs. Make and sample foods from the countries, make "souvenirs" of the customs for the students to have. Culminate the studies with a "Christmas Around the World" buffet featuring a variety of holiday foods from around the world incorporating favorite ethnic foods from the students' families, made by the families.
3. Through the reading of literature and the viewing of videos, students will learn about Hanukkah. Create art projects to accompany this study such as making paper menorahs and clay dreidels. Teach the students how to play the dreidel game. Make and eat latkes and applesauce.
4. Through the reading of literature and the viewing of videos, students will learn about Kwanzaa. Create art activities such as; a paper woven mat, or the Kwanzaa candleholder. Show examples of the foods that symbolize the different parts of Kwanzaa.
5. Discuss the role that Dr. Martin Luther King, Jr. played in drawing awareness to cultural diversity, tolerance, fairness and respect for others. Teach a song about him and role-play situations that involved resolution of conflicts concerning tolerance, fairness and respect.

6. Introduce students to Chinese New Year through literature and videos. Art projects such as the making of a “Gung Hey Fat Choy” banner, Chinese lanterns, paper dragon puppets, and red money envelopes will enhance the learning of this tradition. Create a giant class made paper dragon and have all students dance under it. Eat foods such as oranges for good luck, rice, and fortune cookies.
7. During President’s Day week, read about President Lincoln and how he respected everyone. Learn about how he wanted tolerance, and fairness for all.
8. During Black History month read literature about Dr. Martin Luther King, Rosa Parks, Michael Jordan, among others. Use local and state newspapers to learn more about famous black Americans.
9. Using writing journals ask students to illustrate and write about one of the following people; Dr. Martin Luther King, Jr., Rosa Parks, Abraham Lincoln.

Instructional Strategies:

- Discussion
- Related art projects
- Literature
- Reading of newspapers
- Guest speakers
- Cooking
- Videos
- Games
- Songs
- Role-play
- Cooperative learning
- Writing Journals
- Using imaginations

Suggested Resources:

1. Student families as speakers for ethnic diversity.
2. Literature: See the attached list
3. “Christmas Around the World” reproducible teacher book.
4. Videos: “Chanukah,” “Dr. Martin Luther King, Jr.”
5. Internet access
6. Teacher selected reference books
7. Local and state newspapers

Evaluation/Assessment of Students:

1. Results of the brainstorming and formulation of class rules.
2. Ability of students to orally compare and contrast the classroom rules to the rules of our society.
3. Students' oral recall of the Pledge Allegiance.
4. Results of the classroom sticker chart to monitor those who keep the rules.
6. Observation of class discussions.

Standard 6.2(World History)

All students will demonstrate knowledge of world history in order to understand life and events in the past and how they related to the present and the future.

Students will:

6.2.1 Explain how present events are connected to the past.

Suggested activities may include but are not limited to the following:

1. Present a unit on the Native Americans using a large variety of literature books and video presentations. Art activities might include the making of a lean-to or a wigwam with the use of a large reading table, writing on rolls of birch bark crushed roots, or crushed fruits as the ink and feathers, sticks, or stones as the “pen.”
2. Learn about the Native American beliefs and help students research the masks that our area natives made and have the students make paper or paper mache masks. Make rattles out of dried gourds or paper cups filled with beans and covered over the top.
3. Discuss the Native American’s basic foods, maize, squash, and beans. the “Three Sisters.” Make a garden by making pumpkins out of stuffed paper bags painted orange and green, make corn cobs out of toilet paper rolls covered in pieces of rolled up colored tissue paper, and make beans from green construction paper glued to green yarn “vines”. Using brown bulletin board paper as the ground(soil) place the “Three Sisters” on it in the manner that the Native Americans did.
4. Invite a speaker from the Hopatcong Historical Society to come in and speak to the students about the Lenni Lenapes of our area and how they lived and what they did here. Discuss how our borough name is a Native American word and how many of our streets and area towns and lakes have Native American names. Discuss how many of our streets are actually former paths Lenni Lenapes took to the lake. Discuss how the lake is used by us today and compare it to how the Lenni Lenapes would have used it. Allow a question and answer period for the students.
5. Go on an archeological “dig” at the high school soccer complex. Prior to the “dig” show the students real Indian arrow heads and then do some digging letting the students sift the dirt through an old screen .

6. Using a large variety of literature, read to the students about the Pilgrims and their reasons for coming to America. Discuss how they arrived here and how they survived.
7. Create a class log cabin using a refrigerator or washer/dryer box and brown construction paper for the outline of the logs. Discuss how homes then were so much smaller than we have now. Make a class graph of how many rooms our homes have and compare to the one room home of most Pilgrims.
8. Using video presentations, introduce the students to the way of life for Pilgrim Children. Give students opportunities to do some of the chores that Pilgrim children would have had such as; churning butter, weaving mats, carding wool, making candles, drying fresh fruits or vegetables by making centers for each. Brainstorm the sort of chores children may have now and compare to the chores colonial children had.
9. Invite the class to plan and create a re-enactment of the first Thanksgiving. Allow students to choose whether to be a Native American or a colonist. Allow students to create costumes to wear that day and make some foods that might have been eaten at the first feast such as cranberry sauce, cornbread, turkey, butter, fish, squash, and beans. Later discuss which of these foods we still like to eat today and how the first feast led to our holiday of Thanksgiving.
10. Discuss at Columbus Day time, how Christopher Columbus is credited with discovering America in 1492. Through the reading of stories, poems, finger plays, and songs, students will have a better understanding of Columbus.
11. With the use of a large refrigerator or washer/dryer box let the children create one of Columbus's three ships. Re-enact his travels to the New World.

Instructional Strategies:

- Songs, finger plays, poems
- Literature
- Art projects
- Creation of a class play
- Video presentations
- Guest speakers
- Brainstorm activities
- Modeling
- Cross-curricular activities
- Graphing
- Centers

Suggested resources:

1. Literature: See attached list
2. Videos: “Where Do You Think You Are Going Christopher Columbus?”
“Thanksgiving,” “American History for Children: Native American Life,”
“Mayflower Voyage,” “Plimoth Plantation.”
3. Local historical society speakers
4. Internet sources
5. Cassette tapes, CD’s (“Wee Sing America”)

Standard 6.2(World History)

All students will demonstrate knowledge of world history in order to understand life and events in the past and how they related to the present and the future.

Students will:

6.2.2 Understand that Americans have come from different parts of the world and that we (all) have a common American heritage in addition to the heritage of the countries of origin.

Suggested activities may include but are not limited to the following:

1. Discuss roles of family members as related to the students' family histories and compare these family histories to those of our classmates. Find and list the similarities and differences and discuss why there are differences.
(Example: grandfather in a war, ancestors came over through Ellis Island, ancestors came from different countries, etc.)
2. Invite students' family members to come in and be guest speakers about their heritage. Allow time for discussion and question and answer period.
3. Visit the Internet website for Ellis Island to learn more about immigration.
4. Invite a variety of town officials or community workers who are originally from other countries to speak about their homeland and how it compares to America. Find out why they came to America.
5. Send a survey home to families about their background and use these surveys to help students graph their backgrounds.
6. Using a wall map give each child a small sticker and guide them to place the sticker at their place of family origin.
7. Read a variety of literature about children who have come to this country from other countries.

Instructional Strategies:

- Graphing
- Guest speakers
- Website access
- Class discussions
- Literature

Suggested resources:

1. Guest speakers
2. Internet access
3. Literature: See attached list
4. Video presentations

Standard 6.2(World History)

All students will demonstrate knowledge of world history in order to understand life and events in the past and how they related to the present and the future.

Students will:

- 6.2.3 Identify and describe rituals or customs from their own culture and other cultures represented in the community and the country.

Suggested activities may include but are not limited to the following:

1. Study about Christmas Around the World and other similar holidays and compare and contrast them. Discuss our own holiday customs, list them, and how many of these customs were brought from other countries by our ancestors.
2. Hold a Christmas Around the World travel unit, “visiting” other countries to “celebrate” their holidays. Students will make “souvenirs” of each country’s holiday to “bring home” with them.
3. View videos about other countries and their rituals and their holidays.
4. Find a class pen pal from another country or even another state, often times available through the Internet. Learn how they are like the students and how they are different.
5. List common holidays that we all share in our country and list them. Study the background of these holidays and how they were started. Vote on favorite holidays and make a class graph. Art projects may accompany each holiday.
6. Present literature about the various holidays. Present songs, poems, and finger plays to the students.

Instructional Strategies:

- Class discussions
- Art projects
- Video presentations
- Internet access
- Brainstorming activities
- Graphing
- Literature
- Songs, finger plays and poems

Suggested resources:

1. Literature: See attached list
2. Video presentations: “Ground Hog; The Spirit of Punxsutawney,” “Chanukah,” “Johnny Appleseed,” “Thanksgiving,” “Columbus Day,” “Presidents Day,” “Martin Luther King, Jr. Day,” “Legend of Johnny Appleseed,”
3. Internet access
4. “Christmas Around the World” teacher resource book
5. Variety of teacher resource books

Evaluation/Assessment of Students:

1. Results of the final related art projects
2. Results of question and answer times during discussions and observation of these discussions
3. Results of completed graphs on comparing homes of today to homes of the colonists
4. Results of brain storming activities on easel paper
5. Observation of results of re-enactment activities
6. Observation of recitations of related poems, finger plays and songs
7. Results of the comparisons of the written lists of the students’ family histories
8. Observation of question and answer periods when guest speakers are present
9. Results of lists of similar and different customs in student homes

Standard 6.3 (U.S. and N.J. History)

All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Students will:

6.3.1

A. Family and Community Life

- 1. Recognize change and continuity in their own lives.**
- 2. Compare family life today with long ago.**

Suggested activities may include but are not limited to the following:

- A.1.**
1. Invite students to bring in a baby picture and a current picture of themselves. Compare and contrast how they looked then and now. Discuss the various stages of growth that we all go through, the similarities and the differences.
 2. Make time lines using pictures each year of a child's life. Write about something special about each year of life.
- A.2.**
1. Using a variety of literature, students will be able to learn about the similarities and differences in family life today and long ago.
 2. Invite grandparents and great-grandparents in as guest speakers to tell about how their lives and how they are the same and/or different from the lives of children today. Allow students a chance for a question and answer period.
 3. Visit the Hopatcong Historical Society or have one of their members be a guest speaker about life today compared to life in Hopatcong long ago. Allow time for students to have question and answer period.
 4. Visit the Hopatcong Borough website to discover the Hopatcong of long ago.

Instructional Strategies:

- Class discussions
- Homework/Family project
- Student writing activities
- Literature

- Guest speakers
- Class trip
- Internet access

B. State and Nation

5.Understand historical significance of major national holidays and American symbols.

Suggested activities may include but are not limited to the following:

1. At each national holiday time share literature about the holidays such as for: Memorial Day, Flag Day, Presidents Day, Veteran's Day, Fourth of July, Columbus Day, Martin Luther King, Jr. Day, Thanksgiving
2. View video presentations about the major national holidays such as: "American History for Children," "Thanksgiving," "Where Do You Think You Are Going Christopher Columbus," "Legend of Johnny Appleseed,"
3. Share literature about American symbols such as: the Statue of Liberty, the American flag, the national bird, the bald eagle, the US Capital Building, the Whitehouse,
4. Throughout the school year review the symbolism of the American flag. (13 stripes, stars, meaning for the colors) This can be done during the first week of school when introducing the flag at pledge time, during major holiday times, also.
5. Identify currency through coin rubbings, coin stamp activities, bulletin boards about our currency, daily calendar activities, and through our kindergarten math curriculum. Introduce the national symbols found in our American currency. Use this as means of setting up a center in the classroom.
6. Create a student version of the American flag in celebration of Flag Day which takes place in June. Recognize July 4th as Independence Day.
7. Use Internet website access to see a variety of our symbols of America.
8. Learn patriotic songs and poems about America.
9. Invite students to use their writing journals to illustrate and write about American symbols.

10. Students can present their own production about our major holidays and American symbols.
11. Invite veterans of foreign wars to speak about America. Allow time for student question and answer period.
12. Have a student designed Flag Day ceremony at the school flag pole.

Instructional Strategies:

- Internet access
- Songs, poems
- Literature
- Student created productions
- Student Writing journals
- Guest speakers
- Art projects
- Video presentations
- Class discussions
- Cooperative learning groups
- Centers

Suggested resources:

1. Literature: See attached list
2. Coins and currency
3. The American flag
4. Read All About It Money Kit
5. Teacher resource texts
6. Video presentations
7. Veterans as speakers

Evaluation/Assessment of Students:

1. Results of students' time/life lines
2. Results of question and answer periods with guest speakers
3. Observation of coin rubbing and coin identification activities
4. Observations of student recitations of related, poems, finger plays, songs
5. Results of student writing journal activities
6. Observation of finished product of cooperatively student developed, patriotic production

Standard 6.4 (Economics)

All students will acquire an understanding of key economic principles in relation to individual, institutions, and governments.

Students will:

6.4.

A. Economic Literacy

- 1. Explain the meanings of, and be able to distinguish, wants and needs.**
- 4. Give examples of how products you eat, wear, and use affect your health, your safety and the environment.**

Suggested activities may include but are not limited to the following:

- A. 1.** 1. Have students brainstorm a list of wants versus a list of needs that we and our families have.
2. Have students make individual collages of pictures of things they want and another collage of things they need to exist. This could also be done as a class collage.
3. As a sorting activity, give students pictures and ask them to sort the pictures by needs and wants.
- A. 4.** 1. At calendar time “dress” the bulletin board weather child for the type of weather that is predicted for the day.
2. “Red Ribbon” Week, discuss the use of drugs and alcohol and the effects of them on your body. During this time it can be noted that cigarettes also pollute the environment and cause health problems to those who use them and also to those who breathe in the air around them. During this time it can also be noted that many times cigarette butts and alcohol containers become sources of litter that affects the environment. During this time it can also be noted that the use of drugs and alcohol can endanger the safety of those around. (drunk driving, driving while using drugs)
3. Integrating a health unit with this unit, students can study the food pyramid and how eating properly can affect your health through literature and video presentations and through the making of a collage of healthy foods.

4. Invite the school nurse or a health official as a guest speaker about “Strive for Five” (our healthy eating program) and have the students and their families make a graph for a week of all the foods that they eat to help them become more aware of whether they are eating healthy or not.
5. During our seasonal police safety programs, officers can talk to students about seat belt safety in cars and helmet safety and rules while riding a bicycle.
6. Discuss pollution and what causes it. Brainstorm and make a list of pollutants to our NJ environment. This may also be done through a picture collage style activity. (Car emissions, factory by-products, cigarette smoking, land -fills)
7. Set up a center for a study of eating healthy. Have many pictures of healthy foods and not so healthy foods and have students sort. They could also sort and classify foods by the 5 basic food groups.
8. Teach songs and finger plays about healthy eating habits.

Instructional Strategies:

- Class discussion
- Video presentations
- Literature
- Guest speakers
- Brainstorming activities
- Art projects
- Homework/Family projects
- Graphing activities
- Centers (sorting activities)

B. Economics and Society

6.4.1 Identify various jobs and explain how workers in these jobs receive income for their work, and that they exchange the income for products made by others.

Suggested activities may include but are not limited to the following:

1. With the use of literature, find and read about community workers.
2. Using video programs, learn more about our community helpers.

3. Invite family members or community helpers into the classroom as guest speakers to discuss why jobs are important and why they need to work to sustain their families.
4. Using community helper puppets allow students to role-play the parts of community workers.
5. Set up a classroom “store” that students will pretend to spend their hard earned “money” in, for products their “families” need.
6. Invite students to brainstorm as many jobs as they can think of. Ask students to describe how the people who do these jobs help each other.
7. With the use of Internet websites, students can learn more about a variety of jobs within the community.
8. Invite students to illustrate and write about the job they would most like to Have and why.

Instructional Strategies:

- Guest speakers
- Centers
- Internet access
- Puppets/role playing
- Brainstorming activities
- Class discussion
- Video presentations
- Literature

Suggested resources:

1. Literature: See attached list
2. Guest speakers: police, health workers, community workers,
3. Internet access
4. Video presentations: “The Fire House” (Sesame Street), “The Hospital” (Sesame Street), “Richard Scarry’s Best Busy People Video Ever,”
5. Teacher resource texts
6. CD’s and cassettes: “Wee Sing, The People.”
7. Community Helper puppets

Evaluation/Assessment of Students:

1. Results of brainstorming list of needs and wants
2. Results of final product of student collages about individual students' needs and wants
3. Results of sorting activities of pictures that depict needs and wants
4. Observation of class discussions
5. Observation of class question and answer periods with guest speakers
6. Observation of role-playing
7. Results of brainstorming possible jobs
8. Observation of students using the "classroom store"
9. Results of writing individual student writing journal activities
7. Observation of finished product of cooperatively student developed, patriotic production
8. Results of students' time/life lines
9. Results of question and answer periods with guest speakers
10. Observation of coin rubbing and coin identification activities
11. Observations of student recitations of related, poems, finger plays, songs
12. Results of student writing journal activities
13. Observation of finished product of cooperatively student developed, patriotic production

Standard 6.5 (Geography)

All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Students will:

6.5

A. World in Spatial Terms

- 6.5A.1 Demonstrate understanding of the spatial concepts of location, distance, and direction including:**
- **Location of school, home, neighborhood, community, state, and country**
 - **Relative location of the community and places within it**
 - **Location of continents and oceans**
- 6.5.A.2 Understand that the globe is a model of the earth and maps are representations of local and distant places.**

Suggested activities may include but are not limited to the following:

- A.1.**
1. During the first week of school take students on a tour of the school and locate important places for the students. This will help students make a mental map.
 2. Introduce a map of Hopatcong to the students. Discuss what the job of a map is and how it helps us better understand how such a large area is understood by its use. Locate the streets that each student lives on. Locate where our school is and where other important landmarks in our community are located.
 3. Use the Internet to tour a site that will help to improve mental and visual map skills.
 4. As a class project have each child make a milk carton house and community buildings. Lay them out on a large paper and let the whole class decide how to map out their own village. When completed let the students name their village and its streets and buildings.
 5. Invite a local architect or map maker in as a guest speaker to discuss with all the students how maps are important guides that help us with our bearings. Allow students to have a question and answer period.
 6. Set up the “Drive Around Town” carpets to make a mapping center.
- A.2.**
1. Introduce students to both a map of our country and a world map but also introduce the globe as another means of mapping places in the world. Using “Post-It” papers or stickers, locate places that students have visited on vacation. Following this activity discuss which areas on the map have more stickers and why.
 2. Using a globe or a map locate the oceans that border our nation. Then show a world map to show that we are one of many continents and locate these other continents. Make a center where maps are available for the students to look at.
 3. Use computer games to help with mapping skills.

4. Read library books that will help with mapping skills.
5. Have a scavenger hunt mapping the classroom or the building and having students locate items or clues in a variety of areas.
6. Graph favorite places that students have visited.

Instructional Strategies:

- Class discussions
- Literature
- Computer games
- Internet access
- Guest speakers
- Cooperative learning groups
- Art projects
- Centers
- Graphing activities
- Mapping activities

Suggested resources:

1. Internet access
2. Computer mapping games
3. Guest speakers: architect or map maker
4. Literature: See attached list
5. Globes and maps
6. Teacher resource texts

6.5.B Places and Regions

6.5.B.1 Describe the physical features of places and regions on a simple scale.

- B. 1.1.** 1. Take a nature walk around the school and make a list of what is seen in the area. (hills, the lake, lots of rocks, etc.) Take photos, using the digital camera, of these items, and make a poster in the classroom.

2. Look around the classroom and allow students to describe how the room is set up. Then go to another kindergarten classroom and let students observe how that classroom is different or the same.
3. Have students work in cooperative groups to map out the classroom.

Instructional Strategies:

- Nature walks
- Photography
- Mapping activities
- Art projects

Suggested resources:

1. The area around our school.
2. Classroom availability

6.5.C. Physical Systems

6.5.C.1. Recognize that the relationship of the earth to the sun affects weather conditions, climate, and the season.

Suggested activities may include but are not limited to the following:

- C.1.**
1. Using a globe and a flashlight, show the students how the sun (flashlight) hits the earth at various times of the day and various times of the year.
 2. Discuss weather during calendar time. Make a class graph.
 3. Use the Internet to keep track of the daily weather or any space weather stations.
 4. Make class poster of the season and refer to it when needed with the change of the seasons.
 5. Read stories about the seasons and about the earth and sun.
 6. Invite middle school or high school teachers or students in as guest speakers about the relationship of the earth to the sun and it's affects.

Instructional Strategies:

- Graphing activities
- Internet access
- Art projects
- Literature
- Guest speakers
- Experiments

Suggested resources:

1. Weather graph
2. Internet access: rainorshine.org
3. Seasonal posters
4. Literature: See attached list
5. High School or Middle School teachers or students-guest speakers

6.5.D. Human Systems

6.5.D.1. Identify the types of transportation used to move goods and people.

Suggested activities may include but are not limited to the following:

1. Brainstorm various means of transportation and list on the easel board.
2. Work in cooperative groups to make collages of transportation.
3. View video presentations
4. Read literature about transportation and discuss as a class.
5. Set up a classroom center about transportation.
6. Invite students to bring in for “Show and Tell” models of transportation.
7. Invite students to use their writing journals to illustrate and write about their favorite means of transportation.
8. Use Internet access to find websites about transportation.
9. Use computer programs about transportation.
10. Invite community workers who use transportation in their business as guest speakers. (airplane pilots, bus drivers, merchant marine, limo driver, etc.)

Instructional Strategies:

- Show and Tell
- Writing journal activities
- Internet access
- Literature
- Video presentations
- Computer games and programs
- Guest speakers
- Centers
- Cooperative learning groups
- Art projects
- Brainstorming activities

Suggested resources:

1. Video presentations: “Airplanes for Kids,” “Boats and Ships for Kids,”
“Real Life Trains for Kids”
2. Computer programs: Transportation
3. Internet access
4. Literature: See attached list
5. Guest speakers: Those who use transportation in their jobs

6.5.E. Environment and Society

6.5.E.2. Describe the impact of weather on every day life.

Suggested activities may include but are not limited to the following:

- E.2 1. During daily calendar/weather time, graph the day's weather and discuss how it will affect the class activities for the day. (such as recess time)
2. Make graphs periodically of what the students wore to school that day to be able to recognize the impact of weather on our lives.
3. Use newspapers to find articles on how weather is affecting lives. (tornadoes, floods, etc.)
4. Use Internet access to keep track of the weather in our area and other areas of the world.
5. Use experiments to show how weather affects life: Using a plant such as Corn or tomato water it heavily each day to show how too much rain can rot the roots and kill the plant. Place a plant in the freezer to show how many fruits and vegetables can not withstand frigid weather. Follow up with discussion.
6. Read literature about the weather and brainstorm and write it's affects on every day life.

Instructional Strategies:

- Graphing
- Cross-curricular activities
- Experiments
- Literature
- Newspapers
- Internet access

6.5.E.3 Understand and act on small scale, personalized environmental issues such as littering and recycling.

Suggested activities may include but are not limited to the following:

- E.3.1. Hold class discussion on the meaning of littering and how we can be “earth Doctors.” Take a class nature walk and pick up any litter that is seen around the school using student rubber gloves and garbage bags.
2. Hold class discussion on the meaning of recycling. This talk may come in the first few days of school as students learn how to recycle used paper into the blue recycling baskets and the snacks in the snack baskets.
3. Turn the sandbox table into a “Litter Scavenger Hunt” table hiding litter in the sand and having the students find it, sort it, and decide whether it goes into recycling or garbage. Use this as a center.
4. Read literature on our earth’s environment and the effects of recycling versus littering.
5. Video presentations on littering and Earth Day.
6. Earth Day participation and art activities to accompany it.
7. Invite school maintenance man or custodian in as speaker about recycling.
8. Challenge students to use recycling materials to make a robot as a classroom or home project.
9. Teach songs, poems and finger plays about littering and recycling.

Instructional Strategies:

- Graphing
- Cross-curricular activities
- Newspapers
- Internet access
- Experiments
- Class discussions
- Literature
- Brainstorming activities
- Guest speakers
- Songs, poems, finger plays

- Art projects
- Earth Day celebration/ participation
- Homework/family project
- Video presentations
- Centers
- Nature walk

Suggested resources:

1. Internet access
2. Newspapers
3. Literature: See attached list
4. Variety of age appropriate science texts
5. Teacher resource texts
6. Guest speakers: maintenance/custodian man
7. Government recycling/environmental programs

Evaluation/Assessment of Students:

1. After having taken students on several tours of the school, have them take the teacher on a tour to observe what they have retained in their mental mapping skills
2. Observation of the development and mapping of a class village and the results
3. Observation of the question and answer periods during guest visits
4. Observation of mapping out favorite vacation spots with stickers on the map along with the discussion that follows
5. Observation of student computer games
6. Observation of student scavenger hunt
7. Results of brainstorming activities
8. Observation of the usage of the “Transportation Center.”
9. Results of student journal writing activities
10. Results of various graphing activities
11. Result of food plant experiments and follow-up discussion
12. Observation of class discussions
13. Observation of student participation in class poems, finger plays, and songs
14. Observation of results of finished art related products

Evaluation/Assessment of Curriculum:

This course of study in the social studies curriculum will be evaluated/assessed by the instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

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Boats & Ships for Kids
Native American Life
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