



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

Kindergarten Social Studies

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Burch Charter School of Excellence

Kindergarten Social Studies Model Curriculum Overview

Unit 1: Community and Self

Instructional Days: 15

This unit will teach students about the communities to which they belong. They will learn how people interact and work together to fulfill the common good of a community. They will discuss the fact that bullying is not respectful and does not promote the common good of any community. They will learn ways to resolve conflicts in a peaceful manner that assists all people involved. These tools will allow them to properly handle conflicts throughout the year.

This unit is based on 6.1.2.CivicsPI.1 and 6.1.2.CivicsPI.5

Unit 2: Culture and Diversity

Instructional Days: 15

This unit will provide experiences for children to think about their own family culture and traditions and how it is the same and different compared to the culture and traditions around the world. This unit will look at the similarities and differences between schools, community, food, clothing, and holidays.

This unit is based on 6.1.2.CivicsCM.3 and 6.1.2.HistorySE.1

Unit 3: Needs and Wants

Instructional Days: 15

In this unit students will differentiate between needs and wants. Students will understand that people must work in order to make money to be able to satisfy their needs and wants. This can also include the exchange of goods and services.

This unit is based on 6.1.2.EconET.1 and 6.1.2.EconET.2

Unit 4: Where We Live

Instructional Days: 15

This unit will provide students with an introduction to perspective, distance, and location. They observe objects from three different views and learn that a map view is a view from directly above. Students read symbols in a map key and located places on a map. Students also learn that a globe is a model of the earth. They find land and water on the globe. They use a map to learn about different climates around the world and how that affects what we eat, what we live in, what we wear, and what animals live there.

This unit is based on 6.1.2.Geo.SV.1 and 6.1.2.Geo.SV.2

Unit 5: Then and Now

Instructional Days: 15

This unit will address how the world has changed over time. Understanding our past helps us to navigate the future. Students will begin by looking at themselves on a timeline so they can see how they have changed in just a few years. Using this, students will begin to broaden their understanding of how people from the past made changes that affect and improve our lives today. Students will be empowered to make changes for themselves and their community through lessons, class discussions, and service learning projects.

This unit is based on 6.1.2.HistoryCC.1 and 6.1.2.HistoryCC.3

Grade: Kindergarten		Content: Social Studies	
Unit 1: Community and Self		Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>Essential Question: What does it mean to be a member of a classroom community?</p>	<ul style="list-style-type: none"> • Follow rules and understand their providing order in the classroom and society. • Explain why there are rules and laws and how they keep people safe and tell what consequences occur if they are not followed. 		<ul style="list-style-type: none"> • I can follow rules to help us stay safe and maintain order in our classroom. • I can be responsible by doing my job in the classroom community.
<p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Essential Question: How can we problem solve in the classroom or with family?</p>	<ul style="list-style-type: none"> • Explore conflict in classroom situations and find solutions to simple problems. • Develop an awareness of self, self and family, self and school, and self and neighborhood. 		<ul style="list-style-type: none"> • I can work with and help peers. • I can treat others fairly.

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Use of lab or experiments to give visual representation of concept
- Ask students to restate information, directions, and assignments.
- Work within group or partners
- Repetition and practice
- Model skills / techniques to be mastered.
- Use metacognitive work
- Extended time to complete class work
- Provide copy of class notes
- Student may request to use a computer to complete assignments.
- Use manipulatives to examine concepts
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

Modifications for Classroom

- Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)
- Preteach vocabulary
- Use graphic organizers or other visual models
- Use of manipulatives to visualize concept
- Highlight key vocabulary-chart or vocabulary bank
- Use of nonverbal responses
(thumbs up/down)
- Use sentence frames
- Design questions for different proficiency levels
- Utilize partners and partner talk

Special Education	Gifted and Talented
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

time	
Assist student with long and short term planning of assignments	

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Unit 2: Culture and Diversity		Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills	I Can Statements	
<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>Essential Question: Why should we celebrate diversity?</p>	<ul style="list-style-type: none"> • Understand that people/cultural backgrounds have similarities and differences. • Cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates. 	<ul style="list-style-type: none"> • I can share my family’s culture and traditions. • I can recognize different cultures in many ways (through art, music, celebrations language and traditions) 	
<p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>Essential Question: How is our classroom diverse?</p>	<ul style="list-style-type: none"> • Respond to pictures of human experiences in a diversity of cultures. • Embrace their cultural background and experiences while having respect for others. 	<ul style="list-style-type: none"> • I can describe how cultures are the same and different. • I can tell how families are alike and different. 	

Differentiated Instruction

(content, process, product and learning environment)

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independent work time	
Assist student with long and short term planning of assignments	

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<p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>Essential Question: What is the difference between needs and wants?</p>	<ul style="list-style-type: none"> • Explore the basic concepts of needs and wants through classroom examples. • Identify basic human needs for food, shelter, and clothing. 	<ul style="list-style-type: none"> • I can tell the difference between needs and wants. • I can recognize human resources as skills we have and use: farming, cooking, selling etc. • 	
<p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>Essential Question: How do people make choices about needs and wants?</p>	<ul style="list-style-type: none"> • Differentiate between needs and wants within the family, at school, and in the community. • Understand that we satisfy our needs and wants by using natural resources, growing food, making clothing, bartering and earning money to buy what we need or want. 	<ul style="list-style-type: none"> • I can identify natural resources that exist in nature: air, water, wood etc. • I can make mindful decisions based on needs vs. wants. 	

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Unit 4: Where We Live		Time Frame: 15 days	
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6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). Essential Questions: How do we locate places?	<ul style="list-style-type: none"> • Understand maps and globes are geographic resources that help us identify and find places. • Use symbols and features on maps and globes to locate real places/things. 	<ul style="list-style-type: none"> • I can find places using maps and globes. • I can identify cardinal directions. 	
6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). Essential Questions: Why are maps and globes important?	<ul style="list-style-type: none"> • Explore using maps, globes, google and charts. • Use geographic tools to navigate. 	<ul style="list-style-type: none"> • I can recite my address, city and state. • I can create a map of my classroom and community. 	

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Unit 5: Then and Now		Time Frame: 15 days	
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<p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>Essential Questions: How has life changed over time?</p>	<ul style="list-style-type: none"> Describe our history using time. Understand that many changes occur over time. Research how heroes contributed to our future in important ways. 	<ul style="list-style-type: none"> I can create a timeline. I can identify images/objects from then and now. 	
<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>Essential Questions: What connection does the past have with the present?</p>	<ul style="list-style-type: none"> Explore literature and art from a variety of historical periods and cultures. Recognize that everyone has a history with similarities and differences. 	<ul style="list-style-type: none"> I can tell about the past, present and possibilities in the future. I can compare and contrast the past and the present. 	

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independent work time

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Kindergarten Social Studies Resources

www.KidRex.org

<https://kahoot.com/>

<https://quizlet.com/>

www.brainpopjr.com

www.turtlediary.com

www.mobymax.com

www.google.com/maps

www.pearsonrealize.com

www.storylineonline.com

www.bensguide.gpo.gov

www.kids.nationalgeographic.com

www.YouTube.com for educational videos

www.Education.com for educational activities

Developmentally appropriate books about family, home, school, rules, community and culture.