



**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**  
**Office of Curriculum and Instruction**  
**CURRICULUM MAP**

<b>COURSE TITLE</b>	Kindergarten Social Studies							
<b>GRADE BAND</b>	X	K-4		5-6		7-8		9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	September 19, 2022							

**COURSE OVERVIEW**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

In grades K-4, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

The first kindergarten social studies unit is called Civics, Government, and Human Rights. In this unit, the focus is on identifying the traits of a responsible citizen. Students will participate in building a positive classroom community, and will also learn how to be a member of the school community. Along with this, students will learn that all people have basic human rights, are unique, and deserve to be included and treated fairly. Students will learn the importance of rules at the school and community level. Students will also learn about community helpers and their roles within the community.

The second kindergarten social studies unit is called History, Culture, and Perspectives. The unit has two parts. In the first part, students will learn the role that their cultures and families play in shaping who they are. They will understand that there are many different family structures and that families have different traditions that may be rooted in their cultures. They will also learn about many different holidays throughout the year, specifically the holidays celebrated in Hillsborough's community. In the second part of the unit, students will learn about some American symbols and how they represent our country.

The third kindergarten social studies unit is called Geography, People, and the Environment. It is also

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

broken into two parts. In the first part, the focus is on using maps and globes as tools to help us to navigate through buildings and communities. In the second part of the unit, students will be able to answer questions about impacts they have on the environment and ways to conserve natural resources.

The fourth kindergarten social studies unit is called Economics. In this unit, the focus is on distinguishing between needs and wants and how to fulfill your needs and wants.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 1: Civics, Government, and Human Rights
<b>PACING</b>	60 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How can we become contributing members of our communities?</li> <li>● What makes a responsible citizen?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Responsible community members help meet the needs of the community.</li> <li>● All people are unique and deserve to be respected and treated fairly.</li> <li>● Human rights belong to every person, without discrimination of any kind.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify classroom and school rules.</li> <li>● Identify why rules are important.</li> <li>● Identify what makes each of us unique.</li> <li>● Understand what a community helper is and how they contribute to the community.</li> <li>● Understand what voting is and why it is important.</li> <li>● Understand that a responsible citizen follows rules, votes, treats others fairly, includes others, and contributes to the community (community helpers).</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● “Is This a School Rule?” pre-assessment</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● “Classroom Rules” formative assessment</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● “School Rule” journal page</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● “Being a Good Citizen” journal page</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</li> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> </ul>	

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

##### ***Comprehensive Health & Physical Education***

- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

##### ***Computer Science & Design Thinking***

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

##### ***English Language Arts***

- W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- RL.K.1 - With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2 - With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.10 - Actively engage in group reading activities with purpose and understanding.

##### ***Mathematics***

- None.

##### ***Science***

- None.

##### ***Visual & Performing Arts***

- None.

##### ***World Languages***

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

##### ***9.1-Personal Financial Literacy***

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

#### ***9.2-Career Awareness, Exploration, Preparation, and Training***

- None.

#### ***9.4-Life Literacies & Key Skills***

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- All “community helper” careers (police officer, firefighter, teacher, farmer, dentist, doctor, etc.)

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)  
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Use various picture books and short videos that promote tolerance, diversity, equity, inclusion and support human rights (Holocaust Curriculum Mandate/Inclusive Curriculum Mandate).

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

##### ***Self-Awareness***

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior

##### ***Self-Management***

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

##### ***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

##### ***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

***Responsible Decision-Making***

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Accommodations for all subject areas may be viewed [here](#).
- Allow extra time for task completion.
- Allow verbal rather than handwritten responses.
- Demonstrate directions and provide a model or example of completed tasks.
- Differentiate instruction according to students' abilities (ex: Some students may provide a verbal response and others may provide a written response or a picture).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Rath, Tom, et al. *How Full Is Your Bucket? For Kids*. Illustrated, Gallup Press, 2009.
- McCloud, Carol, et al. *Fill a Bucket: A Guide to Daily Happiness for Young Children*. Updated edition, Bucket Fillers, 2018.
- Serres, Alain, et al. *I Have the Right to Be a Child (I Have the Right, 1)*. Groundwood Books, 2012.
- Penn, Audrey, and Barbara Gibson. *Chester Raccoon and the Big Bad Bully (The Kissing Hand Series)*. Illustrated, Tanglewood, 2008.
- Bunnett, Rochelle, and Matt Brown. *Friends at School*. Star Bright Books, 2006.(included in Making Meaning kit)
- Lester, Helen, and Lynn Munsinger. *A Porcupine Named Fluffy (Laugh-Along Lessons)*. Illustrated, Clarion Books, 2013.(included in Making Meaning kit)
- Higgins, Melissa, and Donna Barkman. *We All Have Different Abilities (Celebrating Differences)*. Illustrated, Capstone Press, 2012.
- Heling, Kathryn, et al. *Clothesline Clues to the First Day of School*. Illustrated, Charlesbridge, 2019.
- Behrens, Janice. *Let's Vote On It!* (Scholastic News Nonfiction Readers: We the Kids). Illustrated, Children's Press, 2009.
- "A Story of Survival: The Wampanoag and the English." Oklahoma City Public Schools Native American Student Services. (for the myths and background info)  
<https://www.okcps.org/cms/lib/OK01913268/Centricity/Domain/130/NASS%20Thanksgiving%20Booklet%202019.pdf>.
- How teachers are debunking some of the myths of Thanksgiving. PBS Learning Media,  
[https://www.youtube.com/watch?v=At0DUYIICuE&ab\\_channel=PBSNewsHour](https://www.youtube.com/watch?v=At0DUYIICuE&ab_channel=PBSNewsHour).
- Thanksgiving. National Museum of the American Indian,  
<https://americanindian.si.edu/online-resources/thanksgiving>.
- Sahai, Kavita. *Lots of Lights: Lots of Lights*. Large Print, CreateSpace Independent Publishing Platform, 2013.
- Rahaman, Vashanti, and Jamel Akib. *Divali Rose*. Library Binding, Boyds Mills Press, 2008.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- Sood, Sana. *Diwali: A Cultural Adventure*. Mascot Books, 2013.
- Heiligman, Deborah. *Holidays Around the World: Celebrate Diwali: With Sweets, Lights, and Fireworks*. National Geographic Kids, 2006.
- Chopra, Shweta, and Shuchi Mehta. *The Diwali Gift*. 3 Curious Monkeys, 2015.
- Pfundstein, Valerie, and Aaron Anderson. *Veterans: Heroes in Our Neighborhood*. Cardinal Publishers Group, 2022.
- Umrigar, Thrity, and Nidhi Chanani. *Binny's Diwali*. Scholastic Press, 2020.
- Ehrenberg, Pamela. *Queen of Hannukkah Dosas*. 2017
- Saeed, Aisha, and Anoosha Syed. *Bilal Cooks Daal*. Salaam Reads / Simon and Schuster Books for Young Readers, 2019.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.  
<https://www.nj.gov/education/standards/dei/>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 2: History, Culture and Perspectives
<b>PACING</b>	60 days/ongoing
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How are families unique?</li> <li>● What can we learn about culture through family traditions and customs?</li> <li>● What holidays do we recognize?</li> <li>● What are some basic U.S. symbols and monuments?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Different cultures and families have their own unique and special traditions.</li> <li>● Holidays provide an understanding of different celebrations and cultures.</li> <li>● There are recognizable symbols that represent America.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Understand that families are unique.</li> <li>● Understand that families have different traditions that may be rooted in their cultures.</li> <li>● Understand that holidays are rooted in cultures.</li> <li>● Identify a holiday and tell why it is important.</li> <li>● Identify important American symbols.</li> <li>● Identify what each American symbol represents. (Students are not expected to understand the specific history of each symbol, but rather that the symbols are not just random objects; they represent something important to our country).</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● American Symbols Class List</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● American Symbols Movement Activity</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● American Symbols Summative Assessment</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Design Your Own Flag</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li> <li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> </ul>	



# Hillsborough Township Public Schools Curriculum Map

## Course Title: Kindergarten

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 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.

### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

#### ***Computer Science & Design Thinking***

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

#### ***English Language Arts***

- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.K.5: Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### ***Mathematics***

- None.

#### ***Science***

- None.

#### ***Visual & Performing Arts***

- None.

#### ***World Languages***

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Museum director, historian, social worker</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Use various picture books and short videos that promote tolerance, diversity, equity, inclusion and support human rights (Holocaust Curriculum Mandate/Inclusive Curriculum Mandate).</li> <li>• Use various picture books about Martin Luther King Jr., Ruby Bridges, and Rosa Parks to teach the students about equality (Amistad Curriculum Mandate).</li> <li>• Use various picture books and short videos about Lunar New Year (Asian-American and Pacific Islander Curriculum Mandate).</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• Recognize one’s personal traits, strengths, and limitations</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>
<b>Social Awareness</b>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

#### **Relationship Skills**

- Establish and maintain healthy relationships

#### **Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).
- Allow extra time for task completion.
- Allow verbal rather than handwritten responses.
- Demonstrate directions and provide a model or example of completed task.
- Differentiate instruction according to students' abilities (ex: Some students may provide a verbal response and others may provide a written response or a picture).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Adamson, Heather. *Clothes in Many Cultures*. Capstone Press, 2016.
- Adamson, Heather. *Families In Many Cultures*. Capstone Press, 2016.
- Adamson, Heather. *Homes in Many Cultures*. Capstone Press, 2016.
- Adamson, Heather. *School in Many Cultures*. Capstone Press, 2016.
- Harrington, Claudia, and Zoe Persico. *My Two Homes*. Looking Glass Library, 2015.
- Higgins, Melissa, and Donna Barkman. *We All Come from Different Cultures*. Capstone Press, 2012.
- Holub, Joan, and Daniel Roode. *This Little President*. Little Simon, 2016.
- Kalman, Bobbie. *What Is Culture?*. Crabtree Publishing Company, 2009.
- Lewison, Wendy Cheyette, and Barbara Duke. *F Is for Flag*. Grosset and Dunlap, 2002.
- Lewison, Wendy Cheyette, and Laura Freeman Hines. *L Is for Liberty*. Grosset and Dunlap, 2003.
- Sweeney, Joan. *Me and My Family Tree*. Dragonfly Books, 2022.
- Parr, Todd. *The Family Book*. Little, Brown Books for Young Readers, 2010.
- Pellegrini, Nina. *Families Are Different*. Holiday House, 1991.
- Rustad, Martha Elizabeth Hillman. *Birthdays in Many Cultures*. Capstone Press, 2016.
- Adamson, Heather. *Transportation in Many Cultures*. Capstone Press, 2016.
- Lang, Suzanne. *Families, Families, Families*. Random House Books for Young Readers, 2015.
- Perry, LaTashia. *Skin Like Mine (2) (Kids Like Mine)*. G Publishing, 2016.
- Perkins, Mitali, and Lavanya Naidu. *Home Is in Between*. Farrar, Straus and Giroux (BYR), 2021.
- Goss, Natalie. *We All Belong*. 2020.
- Penner, Lucille. *Celebration: The Story of American Holidays*, Simon and Schuster, 1993.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- Doreen Rappoport, *Martin's Big Words*. Hyperion, 2007.
- Rebecca Risman, *Independence Day*. Heinemann, 2010.
- Tyler, Feder. *Bodies Are Cool*. Rocky Pond Books, 2021.
- Keeler, Patricia, and Júlio Leitão. *Drumbeat in Our Feet*. Lee and Low Books Inc, 2014.
- Park, Linda Sue, and Ho Baek Lee. *Bee-Bim Bop!* Clarion Books, 2008.
- Carrie, Lara and Christine Battuz. *Marvelous Maravilloso: Me and My Beautiful Family*. Magination Press, 2018.
- Hosford, Kate, and Gabi Swiatkowska. *How the Queen Found the Perfect Cup of Tea*. Lerner Publishing Group, 2017.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.  
<https://www.nj.gov/education/standards/dei/>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 3: Geography, People, and the Environment
<b>PACING</b>	30 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How can maps and globes help us understand our world?</li> <li>● How do humans impact our Earth?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Maps and globes help people find places.</li> <li>● People impact the environment.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Compare and contrast different types of maps and globes and what they are used for.</li> <li>● Identify a map key and understand how it is used.</li> <li>● Identify ways that people can conserve natural resources.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Map or Globe?</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Symbols Show Where Things Are</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Sheron Zoo Map</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Map or Globe? (Part 2)</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>● 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).</li> <li>● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li> <li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<i>Comprehensive Health &amp; Physical Education</i>	

## Hillsborough Township Public Schools Curriculum Map

### Course Title: Kindergarten

- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

#### *Computer Science & Design Thinking*

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

#### *English Language Arts*

- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### *Mathematics*

- None.

#### *Science*

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

#### *Visual & Performing Arts*

- None.

#### *World Languages*

- None.

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### *9.1-Personal Financial Literacy*

- None.

#### *9.2-Career Awareness, Exploration, Preparation, and Training*

- None.

#### *9.4-Life Literacies & Key Skills*

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Hillsborough Township Public Schools Curriculum Map  
Course Title: Kindergarten

**CAREERS ASSOCIATED WITH THIS UNIT**

- City planner, map maker, surveyor, environmentalist, meteorologist

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

*Self-Awareness*

- None.

*Self-Management*

- None.

*Social Awareness*

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

*Relationship Skills*

- Utilize positive communication and social skills to interact effectively with others

*Responsible Decision-Making*

- Develop, implement, and model effective problem-solving and critical thinking skills

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Accommodations for all subject areas may be viewed [here](#).
- Allow extra time for task completion.
- Allow verbal rather than handwritten responses.
- Demonstrate directions and provide a model or example of completed task.
- Differentiate instruction according to students' abilities (ex: Some students may provide a verbal response and others may provide a written response or a picture).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

- Parr, Todd. *The EARTH Book*. Little, Brown Books for Young Readers, 2010.
- Sweeney, Joan, and Qin Leng. *Me on the Map*. Dragonfly Books, 2018.
- Wiley, Thom, and Kate Endle. *Big Earth, Little Me*. Cartwheel Books, 2009.
- Wallace, Nancy Elizabeth. *Recycle Everyday*. Scholastic, 2022.
- Faruqi, Saadia. *Yasmin the Recycler*. 2021.
- Faruqi, Saadia. *Yasmin the Explorer*. 2021.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.  
<https://www.nj.gov/education/standards/dei/>



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 4: Economics, Innovation, and Technology
<b>PACING</b>	30 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• How do individuals make decisions based on their needs, wants, and the availability of resources?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• People make decisions based on their needs and wants.</li> <li>• Some needs are critical for survival.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Identify needs and wants.</li> <li>• Identify how people fulfill their needs and wants.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Movement activity for “Is this a need or a want?”</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Fulfilling Needs and Wants</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Needs and Wants Sort</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• Making the World a Better Place</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>• 6.1.2.EconET.1: Explain the difference between needs and wants.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<i>Comprehensive Health &amp; Physical Education</i>	
<ul style="list-style-type: none"> <li>• 2.1.2.SSH.5: Identify basic social needs of all people.</li> </ul>	
<i>Computer Science &amp; Design Thinking</i>	
<ul style="list-style-type: none"> <li>• 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>• 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</li> </ul>	
<i>English Language Arts</i>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 4: Economics, Innovation, and Technology
<b>PACING</b>	30 days
<ul style="list-style-type: none"> <li>● R1.K.1: With prompting and support, ask and answer questions about key details in a text.</li> <li>● RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</li> <li>● RL.K.4: Ask and answer questions about unknown words in a text.</li> <li>● W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about, and state an opinion or preference about the topic or book (e.g. my favorite book is...).</li> <li>● W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>● W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> </ul>	
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>Science</b>	
<ul style="list-style-type: none"> <li>● K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</li> </ul>	
<b>Visual &amp; Performing Arts</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>World Languages</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<b>9.1-Personal Financial Literacy</b>	
<ul style="list-style-type: none"> <li>● 9.1.2.FP.2: Differentiate between financial wants and needs.</li> </ul>	
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>	
<ul style="list-style-type: none"> <li>● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</li> </ul>	
<b>9.4-Life Literacies &amp; Key Skills</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 4: Economics, Innovation, and Technology
<b>PACING</b>	30 days
<ul style="list-style-type: none"> <li>Cashier, doctor, plumber, manager, chef</li> </ul>	
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>	
<ul style="list-style-type: none"> <li>Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>Use various picture books and short videos that promote tolerance, diversity, equity, inclusion and support human rights (Holocaust Curriculum Mandate/Inclusive Curriculum Mandate).</li> <li>Use various picture books and short videos about Asian American and Pacific Islander heritage (Asian-American and Pacific Islander Curriculum Mandate).</li> </ul>	
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>	
<i>Self-Awareness</i>	
<ul style="list-style-type: none"> <li>Recognize one’s feelings and thoughts</li> <li>Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>	
<i>Self-Management</i>	
<ul style="list-style-type: none"> <li>Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	
<i>Social Awareness</i>	
<ul style="list-style-type: none"> <li>Recognize and identify the thoughts, feelings, and perspectives of others</li> </ul>	
<i>Relationship Skills</i>	
<ul style="list-style-type: none"> <li>Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<i>Responsible Decision-Making</i>	
<ul style="list-style-type: none"> <li>Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	
<b>MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504</b>	
<ul style="list-style-type: none"> <li>Accommodations for all subject areas may be viewed <a href="#">here</a>.</li> <li>Allow extra time for task completion.</li> <li>Allow verbal rather than handwritten responses.</li> <li>Demonstrate directions and provide a model or example of completed task.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Kindergarten**

<b>UNIT OF STUDY</b>	Unit 4: Economics, Innovation, and Technology
<b>PACING</b>	30 days
<ul style="list-style-type: none"><li>● Differentiate instruction according to students’ abilities (ex: Some students may provide a verbal response and others may provide a written response or a picture).</li></ul>	
<b>RESOURCES – <i>Cited print and electronic sources</i></b>	
<p>The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.</p> <ul style="list-style-type: none"><li>● Bullard, Lisa, and Xin Zheng. <i>Earth Day Every Day</i>. Millbrook Press, 2011.</li><li>● Rockwell, Anne, and Lizzy Rockwell. <i>Career Day</i>. HarperCollins, 2000.</li><li>● Denega, Danielle. <i>Let’s Read About Betsy Ross</i>. Scholastic, 2022.</li><li>● Messner, Kate, and Greg Ruth. <i>Rolling Thunder</i>. Scholastic Press, 2017.</li><li>● Rey, H., and Hena Khan. <i>It’s Ramadan, Curious George</i>. Clarion Books, 2016.</li><li>● Hord, Colleen. <i>Need It or Want It?</i> North Mankato, MN: Rourke Publishing, 2012</li><li>● Larson, Jennifer S. <i>Do I Need It? Or Do I Want It? Making Budget Choices</i>. Minneapolis, MN: Lerner Publishing Group, 2010</li><li>● Olson, Gillia M. <i>Needs and Wants</i>. Mankato, MN: Capstone Press, 2008.</li><li>● Diversity, Equity &amp; Inclusion Educational Resources. NJ Department of Education. <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li></ul>	