

# Social Studies Curriculum

## Kindergarten: Self and Others

### *Individual Development and Cultural Identity*

**K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.**

#### **Key Ideas**

- Children develop a sense of self through physical and cultural characteristics.
- Personal experiences can shape a student’s sense of self.

#### **Social Studies Practices**

- ✓ B.1 Retell an important life event in sequential order.
- ✓ B.3 Identify causes and effects, using an example from his/her family life.
- ✓ B.6 Identify routines and common occurrences in his/her life.
- ✓ C.1 Identify similarities and differences between home and school.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ C.3 Describe an event in his/her life.

**CCLS** RI 3 W 7 SL 1,2,4,6

**K.2 Children, families, and communities exhibit cultural similarities and differences.**

#### **Key Ideas**

- Each person is unique and shares common characteristics with others.
- Unique family traditions are important parts of culture and self.
- Diverse children and families have specific differences, but share some common characteristics.

#### **Social Studies Practices**

- ✓ A.1 Ask questions.
- ✓ B.1 Retell an important life event in sequential order.
- ✓ B.6 Identify routines and common occurrences in his/her life.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ C.3 Describe an event in his/her life.
- ✓ F.1 Demonstrate respect for the rights of others.

- ✓ F.4 Show respect in issues involving difference and conflict.

**CCLS** RI 1, 2,3,4,7,9 W 2,3,6,7 SL 1,2,3,4,5,6

### **K.3 Symbols and traditions help develop a shared cultural identity within the United States.**

#### **Key Ideas**

- Diverse groups within a community/nation embrace unique traditions, celebrations, and holidays.
- The study of American symbols, holidays, and celebrations helps develop a shared sense of history/community/culture.

#### **Social Studies Practices**

- ✓ A.1 Ask questions.
- ✓ A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ A.4 Identify opinions expressed by others.
- ✓ B.5 Identify events of the past, present, and future in his/her life.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ D.5 Identify a human activity that changed a place.
- ✓ F.1 Demonstrate respect for the rights of others.
- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.4 Show respect in issues involving difference and conflict.
- ✓ F.5 Identify situations in which social actions are required.

**CCLS** RI 1,3,4 W 2,3,5,6,7 SL 1,2,4,5

#### *Civic Ideals and Practices*

### **K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.**

#### **Key Ideas**

- Children have basic rights as members of a family, school, community, and nation.
- Children are responsible members of a family/classroom.

- Children perform important duties for the general welfare of a group.

### **Social Studies Practices**

- ✓ A.4 Identify opinions expressed by others.
- ✓ B.3 Identify causes and effects, using an example from his/her family life.
- ✓ C.1 Identify similarities and differences between home and school.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ F.1 Demonstrate respect for the rights of others.
- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.3 Identify the role of the individual in classroom participation.
- ✓ F.4 Show respect in issues involving difference and conflict.
- ✓ F.5 Identify situations in which social actions are required.
- ✓ F.6 Identify the school principal and his/her role within the school.
- ✓ F.7 Identify and follow rules in the classroom and school.

**CCLS** RI 3,10 W 2,3,6,7 SL 1,4,6

**K.5 Rules affect children and adults, and people make and change rules for many reasons.**

### **Key Ideas**

- Children and adults follow rules at home, school, and the community.
- People in authority make rules and laws for the safety of others.
- Children and adults have opportunities to contribute to development of rules.

### **Social Studies Practices**

- ✓ A.4 Identify opinions expressed by others.
- ✓ C.1 Identify similarities and differences between home and school.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ F.1 Demonstrate respect for the rights of others.
- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.3 Identify the role of the individual in classroom participation.
- ✓ F.4 Show respect in issues involving difference and conflict.
- ✓ F.6 Identify the school principal and his/her role within the school.
- ✓ F.7 Identify and follow rules in the classroom and school.

**CCLS** RI 3,10 W 2,3,6,7 SL 1, 4, 6

*Geography, Humans, and the Environment*

**K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.**

**Key Ideas**

- A globe represents earth; maps represent earth and other locations.
- Places, physical features, and man-made structures can be located with a map or globe and described using geographic vocabulary.

**Social Studies Practices**

- ✓ A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ A.3 Identify the author or creator of a book or map.
- ✓ C.1 Identify similarities and differences between home and school.
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.
- ✓ D.2 Identify natural events or physical features, such as land, water, air, and wind.

**CCLS** RI 1, 3, 7 W 2,3,6,7 SL 4, 5

**K.7 People and communities are affected by and adapt to their physical environment.**

**Key Ideas**

- Climate, weather changes, and physical features in a community/region affect how people live.

**Social Studies Practices:**

- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.
- ✓ D.2 Identify natural events or physical features, such as land, water, air, and wind.
- ✓ D.3 Describe how environment affects his/her activities.
- ✓ D.4 Identify a pattern.

**CCLS** RI 1,3,7 W 2,3,6,7 SL 4,5

*Time, Continuity, and Change*

**K.8 The past, present, and future describe points in time and help us examine and understand events.**

**Key Ideas**

- Specific words and phrases related to chronology are used when telling events/experiences.
- People use folktales, legends, oral history, and music to teach important events.

**Social Studies Practices**

- ✓ A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ B.1 Retell an important life event in sequential order.
- ✓ B.2 Understand the concept of time measurements, including days and weeks.
- ✓ B.4 Identify change over time in his/her life.
- ✓ B.5 Identify events of the past, present, and future in his/her life.
- ✓ C.3 Describe an event in his/her life.

**CCLS** RI 2,3,7,9 W 1,3,7 SL 1,4,5,6

*Economic Systems*

**K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.**

**Key Ideas**

- A need is something a person must have for health/survival. A want is what you would like to have.
- Goods are objects to satisfy needs and wants, while services are activities that satisfy people's needs/wants.
- Scarcity is not being able to have all goods/services a person wants/needs.

## **Social Studies Practices**

- ✓ A.1 Ask questions.
- ✓ B.6 Identify routines and common occurrences in his/her life.
- ✓ C.1 Identify similarities and differences between home and school.
- ✓ C.2 Identify similarities and/or differences between him/her and others.
- ✓ E.1 Identify examples of scarcity and choices made due to scarcity.
- ✓ E.2 Identify examples of goods and services.
- ✓ E.3 Identify what money is and how it is used in society.
- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.3 Identify the role of the individual in classroom participation.

**CCLS** RI 1,3,7 W 1,2,3,6,7 SL 1,3,4,5