

# Social Studies Curriculum

## Pre-First: Self and Others/ My Family and Other Families, Now and Long Ago

### *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**

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

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

**1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.**

#### **Key Ideas**

- Families are the basic unit of all societies.
- People of diverse groups share beliefs, customs, traditions. Diverse groups create a multicultural community.
- Awareness of America’s diversity fosters multicultural understanding.

#### **Social Studies Practices**

- ✓ K.A.4 Identify opinions expressed by others.
- ✓ K.B.3 Identify causes and effects, using an example from his/her family life.
- ✓ K.B.6 Identify routines and common occurrences in his/her life.
- ✓ K.F.1 Demonstrate respect for the rights of others.
- ✓ K.F.3 Identify the role of the individual in classroom participation.
- ✓ 1.A.1 Develop questions about his/her family.

- ✓ 1.A.4 Identify opinions of others.
- ✓ 1.B.1 Retell a real-life family event in sequential order.
- ✓ 1.B.4 Identify change over time in his/her family.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,3,5,6,8 SL 1,2,3,4,5,6**

**1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.**

**Key Ideas**

- Study of historical events, figures, and folklore helps diverse Americans connect.
- The Pledge of Allegiance and patriotic songs play an important role in American history.

**Social Studies Practices**

- ✓ K.A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ K.A.4 Identify opinions expressed by others.
- ✓ K.B.5 Identify events of the past, present, and future in his/her life.
- ✓ K.C.2 Identify similarities between him/her and others.
- ✓ K.D.5 Identify a human activity that changed a place.
- ✓ K.F.1 Demonstrate respect for the rights of others.
- ✓ K.F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ K.F.4 Show respect in issues involving difference and conflict.
- ✓ K.F.5 Identify situations in which social actions are required.
- ✓ 1.F.7. Identify the President of the United States and the school principal and their leadership responsibilities.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,3,5,6,8, SL 1,2,3,4,5,6**

*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**

- ✓ K.A.4 Identify opinions expressed by others.
- ✓ K.B.3 Identify causes and effects, using an example from his/her family life.
- ✓ K.C.1 Identify similarities and differences between home and school.
- ✓ K.F.1 Demonstrate respect for the rights of others.
- ✓ K.F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ K.F.3 Identify the role of the individual in classroom participation.
- ✓ K.F.5 Identify situations in which social actions are required.
- ✓ K.F.6 Identify the school principal and his/her role within the school.
- ✓ K.F.7 Identify and follow rules in the classroom and school.
- ✓ 1.C.2 Identify similarities and/or differences between him/her and others, in detail.
- ✓ 1.F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
- ✓ 1.F.8 Identify rights and responsibilities within 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**

- ✓ K.A.4 Identify opinions expressed by others.
- ✓ K.C.1 Identify similarities and differences between home and school.
- ✓ K.C.2 Identify similarities between him/her and others.
- ✓ K.F.1 Demonstrate respect for the rights of others.
- ✓ K.F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ K.F.3 Identify the role of the individual in classroom participation.
- ✓ K.F.6 Identify the school principal and his/her role within the school.
- ✓ K.F.7 Identify and follow rules in the classroom and school.
- ✓ 1.F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.

**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 (described using geographic vocabulary).

#### **Social Studies Practices**

- ✓ K.A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ K.A.3 Identify the author or creator of a book or map.
- ✓ K.C.1 Identify similarities and differences between home and school.
- ✓ K.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.
- ✓ K.D.2 Identify natural events or physical features, such as land, water, air, and wind.
- ✓ 1.C.4 Understand the concepts of geography, economics, and history that apply to his/her family.

### **1.6 People depend on and modify their physical environment in order to meet basic needs.**

#### **Key Ideas**

- People/communities depend on the physical environment for resources.
- Roads, dams, bridges, etc. are examples of how people modify their physical environment.
- People interact with their physical environment (leads to both positive and negative effects).

#### **Social Studies Practices**

- ✓ K.C.2 Identify similarities between him/her and others.
- ✓ K.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.
- ✓ K.D.2 Identify natural events or physical features, such as land, water, air, and wind.
- ✓ K.D.4 Identify a pattern.
- ✓ 1.D.3 Describe how an environment affects his/her and other people's activities.

**CCSL RI 1,2,3,4,5,6,7,8,9,10 W 1,2,3,5,6,7,8 SL 1,2,3,4,5,6**

## *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**

- ✓ K.A.2 Recognize forms of evidence used to make meaning in social studies.
- ✓ KB.1 Retell an important life event in sequential order.
- ✓ K.B.4 Identify change over time in his/her life.
- ✓ K.B.5 Identify events of the past, present, and future in his/her life.
- ✓ K.C.3 Describe an event in his/her life.
- ✓ 1.B.2 Understand the concept of time, measurements, including days, weeks, months, and years.
- ✓ 1.B.6 Recognize and identify patterns of continuity in his/her family.

**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**

- ✓ K.A.1 Ask questions.
- ✓ K.B.6 Identify routines and common occurrences in his/her life.

- ✓ K.C.1 Identify similarities and differences between home and school.
- ✓ K.C.2 Identify similarities between him/her and others.
- ✓ K.E.1 Identify examples of scarcity and choices made due to scarcity.
- ✓ K.E.2 Identify examples of goods and services.
- ✓ K.E.3 Identify what money is and how it is used in society.
- ✓ 1.B.3 Identify causes and effects, using examples from his/her family life.
- ✓ 1.B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ 1.C.4 Understand the concepts of geography, economics, and history that apply to his/her family.
- ✓ 1.E.2 Distinguish between a consumer and a producer and their relationship to goods and services.

### **1.10 People make economic choices as producers and consumers of goods and services.**

#### **Key Ideas**

- A producer makes goods/provides service. A consumer uses/benefits from goods/services.
- People/families work to earn money and purchase goods/services.
- People make decisions about how to spend/save money earned.

#### **Social Studies Practices**

- ✓ K.A.1 Ask questions.
- ✓ K.B.6 Identify routines and common occurrences in his/her life.
- ✓ K.E.1 Identify examples of scarcity and choices made due to scarcity.
- ✓ K.E.2 Identify examples of goods and services.
- ✓ K.E.3 Identify what money is and how it is used in society.
- ✓ 1.B.3 Identify causes and effects, using examples from his/her family life.
- ✓ 1.B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ 1.C.4 Understand the concepts of geography, economics, and history that apply to his/her family.
- ✓ 1.E.1 Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
- ✓ 1.E.2 Distinguish between a consumer and a producer and their relationship to goods and services.
- ✓ 1.E.3 Explain how people earn money and other ways that people receive money.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,5,6,8 SL 1,2,3,4,5,6**