Course Description
The kindergarten social studies curriculum develops an understanding of citizenship. The emphasis will be on rules and being part of a community. This course will also introduce national symbols, maps and globes, basic economic concepts, and tools of social science inquiry.

Scope And Sequence

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Course Rationale
The study of kindergarten social studies establishes a framework for students to become active and productive citizens in society. The knowledge of national symbols, maps and globes, basic economic concepts, and tools of social science inquiry will allow students to make connections and decisions in their daily life.

Enduring Understandings
Being a good citizen is important in home, school, and community.
Symbols of the United States are representations of our country.
Maps and globes distinguish where land and water are located.

Board Approval Date
April 28, 2011

Course Details

Unit: Citizenship, Government and Democracy

Duration: 4 Week(s)
## Unit Overview

This unit will cover laws, rules, democratic process and symbols of the United States.

### Enduring Understandings

Being a good citizen is important in our home, school and community. We understand that we make choices that impact our lives everyday. Symbols of the United States are representations of our country.

### Essential Questions

- How do my choices affect my community and myself?
- Why is it important to be a good citizen?
- What symbols represent our country?

### Example Assessment Items

- Class meeting (plus delta chart, cause and effect chart, role play)

  Given a variety of pictures the students or class will sort them into two groups one being symbols of the United States.

  The student is able to recite the Pledge of Allegiance with the class.

### Academic Vocabulary

- disagreement
- family
- community
- neighborhood
- laws
- rules
- peaceful
- responsibility
- flag
- Pledge of Allegiance
- symbol
- president
- rules
- laws
- responsibility
- vote

### Topic: Civil and Criminal Legal Systems (Laws and Rules)  
**Duration:** 10 Day(s)

#### Learning Targets

- The student will describe why laws and rules are made and enforced.
- The student will explain how to resolve disputes peacefully in the classroom and on the playground.
- The student will describe how groups need to make decisions and how those decisions are made in families and classrooms.

### Topic: Rights, Responsibilities and Participations in the Political Process  
**Duration:** 5 Day(s)

#### Learning Targets

- The student will participate in a democratic decision-making process and interpret the results (vote).

### Topic: Symbols of the United States  
**Duration:** 5 Day(s)

#### Learning Targets

- The student will identify the flag as a symbol of the United States.
- The student will recite the Pledge of Allegiance.

### Unit: Economic Concepts and Principles  
**Duration:** 1 Week(s)
Kindergarten Social Studies 2011
Social Studies

Unit Overview
This unit is based on the simple idea that students make choices by comparing the benefits of option A with the benefits of option B (and all other options that are available) and choosing the one with the highest benefit.

Enduring Understandings
Scarcity requires choice. (for example you can choose block center or drama center)

Opportunity Cost is the option that a student does not choose. (For example, if you choose blocks you will not be able to go to drama)

Essential Questions
Why do we make choices?
How do you decide what you want?

Example Assessment Items
Graphic Organizer to compare and contrast. (T-chart or plus delta)

Topic: Economic Concepts

Learning Targets
The student will describe examples of scarcity.
The student will describe examples of opportunity cost.

Unit: Elements of Geographical Themes and Analysis

Unit Overview
This unit will introduce identifying land and water on a map/globe.

Enduring Understandings
Maps and globes show us where land and water are located.

Essential Questions
How is water shown on a map/globe?
How is land shown on a map/globe?

Example Assessment Items
When given a picture of land or water they are able to identify water or land on a map. (i.e. shown a picture of a mountain they can find land on a globe)

Academic Vocabulary

Topic: Use of Maps and Measurement Tools

Learning Targets
The student will describe maps and globes as geographic tools.

Academic Vocabulary

Unit: Relationships to Individuals and Groups to Institutions and Traditions

Unit Overview
This unit will cover physical, social and emotional needs of people.

Enduring Understandings
People have needs and wants.

Essential Questions
What must we have to survive?
How do we decide what is important to have?

Example Assessment Items
Graphic Organizer (T-chart, web, sort)

Academic Vocabulary

Topic: Culture Meeting the Needs of People

Learning Targets
The student will name common physical, social and emotional needs of people.
Unit: Tools of Social Science Inquiry

Unit Overview
This unit will cover different resources a student could use to gain knowledge about a topic. (artifacts, visual and auditory aids, library and media, etc.)

Enduring Understandings
There are resources to gather information.

Essential Questions
How do we find information on a topic?

Example Assessment Items
Generate a list.
Go to a website as a class to explore.
Explore resources on the same topic to generate information. (i.e. magazines, books, newspaper etc.)

Topic: Social Science Inquiry
Duration: 5 Day(s)

Learning Targets
The student will describe artifacts (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Topic: Visual, Graphic and Auditory Aids
Duration: 5 Day(s)

Learning Targets
The student will identify visual, graphic and auditory aids (e.g., posters and recordings).

Topic: Library and Media Resources
Duration: 5 Day(s)

Learning Targets
The student will identify primary and secondary sources (e.g., diaries, letters, people, interviews, journals and photos).
The student will identify library and media resources (e.g., videos, electronic resources, periodicals and books).