

Social Studies Kindergarten – Exploring My World

Description

The Kindergarten Social Studies curriculum corresponds to the unique needs of Kindergartners as they are introduced to the programs and procedures of their school. Students will discuss important elements in their lives, such as family, friends, school, and holidays. The Social Studies curriculum supports the development of important social skills as students learn more about the families of their classmates, how to make and keep friends, the school community, and how holidays are celebrated in different ways.

Course Overview

Course Goals

Students will:

- recognize similarities and differences between themselves and others.
- respect different forms of celebration of various holidays.
- define “family” and identify the roles and responsibilities of its members.
- demonstrate self-awareness in defining the characteristics of their own families, friends, and holidays.
- explain the importance of school.
- state the importance of rules in their families, with their friends, and at school

Essential Questions

- How are our families alike and different?
- How are our friends alike and different
- What happens in school?
- How do you celebrate holidays?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1 - Family](#)
- II. [Unit 2 - Friends](#)
- III. [Unit 3 – School](#)
- IV. [Unit 4 - Holidays](#)

Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period		4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1			Unit 2			Unit 3		Unit 4	
<u>Family</u>			<u>Friends</u>			<u>School</u>		<u>Holidays</u>	
9 weeks			9 weeks			9 weeks		9 weeks	

Unit 1 – Family, 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- define “family” and identify the roles and responsibilities of its members.
- demonstrate self-awareness in defining the characteristics of their own families.
- recognize similarities and differences between themselves and others.
- state the importance of rules in their families.

Essential Question

- How are our families alike and different?

Focus Questions

- What is a family?
- What are the roles and responsibilities of members of a family?
- Why do we need rules? Why do families have rules?

Assessments

- Draw a picture of your family showing each member doing something they normally do.
- Graph the number of brothers and sisters of students in the class
- Create a class “big book” showing what families do together

Unit 2 – Friends, 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- demonstrate self-awareness in defining the characteristics of their own friends.
- recognize similarities and differences between themselves and others
- state the importance of rules when dealing with their friends.

Essential Question

- How are our friends alike and different?

Focus Questions

- What is a friend?
- How do you make friends?
- How can you be a good friend?
- Why are friends important?

Assessments

- Make a check-list of ways you can be a good friend every day.
- Complete a Venn diagram that shows the similarities and differences between two friends
- Create a collage that shows how much you know someone else

Unit 3 - School, 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- explain the importance of school.
- state the importance of rules at school.

Essential Question

- What happens in school?

Focus Questions

- Why is school important?
- Who are the members of the school community?
- How can we find our way around the school?
- What jobs do people have at school?
- What are the rules at school?
- Why do we have rules?

Assessments

- In the Computer Lab use Kid Pix or other drawing program to demonstrate a school rule.
- Draw a map of the classroom or of the school
- Create a chart that shows what different parts of the school are for
- Write thank you notes to key people in the school (cafeteria workers, custodians, nurse, secretaries, principal, etc.)

Unit 4 - Holidays, 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- demonstrate self-awareness in defining the characteristics of their own holidays.
- recognize similarities and differences between themselves and others.
- respect different forms of celebration of various holidays.

Essential Question

- What happens in school?

Focus Questions

- What holidays do you celebrate?
- How do others celebrate the holidays?
- Why do people celebrate differently?
- How does the weather/environment affect how we celebrate holidays?

Assessments

- Write how your family celebrates a particular holiday and compare the similarities and differences with other students.
- Share how you celebrate a holiday by bringing in a sample of something important to your family and explaining why it is so important.
- Make cards for people who celebrate different holidays than you do