

Social Studies Curriculum

Grade Level: Kindergarten
Focus: Self and School
Time Frame: August/September/October
Illinois Learning Standards: 14A: Understand and explain basic principles of the United States government. 14C: Understand elections processes and responsibilities of citizens. 16A: Apply the skills of historical analysis and interpretation. 16B: Understand the development of significant political events. 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
Essential Questions: <ol style="list-style-type: none">1. What are rules and why do we need them?2. What is a family?3. Why are families important?4. What is your role in your family?5. How are families the same and different?6. What do you do at school?7. How am I the same or different from others in my family and school community?8. Why do we celebrate special days?9. What does the American Flag look like?10. What is the name of the pledge to the American Flag?11. What is the name given to the leader of the United States?12. Where do I live and what is my name, birthday day, phone number and address?

Understandings:

1. Students will understand, recognize and demonstrate the reasons for rules.
2. Students will understand how families meet their needs.
3. Students will understand that families can have different members.
4. Students will know their role in the family.
5. Students will understand the basics of voting as a way of making choices.
6. Students will understand and recall information about the past.
7. Students will understand local and national holidays.
8. Students will understand similarities and differences in people.
9. Students will understand that the United States has a national flag.
10. Students will understand that the United States has a national pledge to the flag.
11. Students will understand that the United States has a leader, who is called the President.
12. Students will begin to understand a sense of self and family.

Students will be able to:

1. Discuss fire and disaster safety at school and home.
2. Demonstrate proper behavior during fire and disaster drills.
3. Begin understanding safety rules.
4. Practice & apply knowledge of safety rules in the school, playground, classroom and bus.
5. Identify their personal family unit and its members (i.e. mother, father, sister, brother, grandparents, step-parents).
6. Share how families care about each other.
7. Share some activities families can do together.
8. Recognize likenesses and differences among peers.
9. Identify days that have been set aside for special recognition: Labor Day, Columbus Day.
10. Tell how people in different places have different experiences.
11. Recognize the American flag and recite the Pledge of Allegiance.
12. Tell that the President is the leader of the United States.
13. Identify self by name, address, phone number and birthday month and day.

Social Studies Curriculum

Grade Level: Kindergarten
Focus: Family
Time Frame: October/November/December
Illinois Learning Standards: 14A: Understand and explain basic principles of the United States government 15B: Understand that scarcity necessitates choices by consumers. 16A: Apply the skills of historical analysis and interpretation. 17A: Locate, describe and explain places, regions and features on the Earth. 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions. 18B: Understand the roles and interactions of individuals and groups in society.
Essential Questions: <ol style="list-style-type: none">1. What are rules and why do we need them?2. How do we determine between a need and a want?3. Why do we celebrate special days/ holidays?4. How do we celebrate special days/holidays?5. What is a family?6. What do you do with your family?7. Why are families important?8. How are families different/same?9. What is your role in the family?
Understandings: <ol style="list-style-type: none">1. Students will understand, recognize and demonstrate the reasons for rules.2. Students will understand the difference between a need and a want.3. Students will understand local and national special days/holidays.4. Students will understand what happens on a special day/holiday.5. Students will understand facts about each special day/holiday.

6. Students will understand how families meet their needs.
7. Students will understand that families can have different members.
8. Students will understand their role in the family.
9. Students will understand there are different family members and their relationship to them.

Students Will Be Able To:

1. Students will be able to understand safety rules.
2. Students will be able to create a list of needs and wants.
3. Students will be able to identify days that have been set aside for special recognition.
4. Students will be able to share and discuss personal experiences in regards to how they celebrate special days/holidays.
5. Students will be able to name and identify family members.
6. Students will be able to share and discuss personal experiences.
7. Students will be able to state the importance of their family.
8. Students will be able to compare and contrast their families.
9. Students will be able to state their role in their family and how they contribute to their family.
10. Students will be able to discuss the importance of their family.

Social Studies Curriculum

Grade Level: Kindergarten
Focus: Community Workers
Time Frame: January/February/March
Illinois Learning Standards: 14A: Understand and explain basic principles of the United States government 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. 15D: Understand trade as an exchange of goods and services. 16A: Apply the skills of historical analysis and interpretation.
Essential Questions: <ol style="list-style-type: none">1. What are rules and why do we need them in the community?2. What are some jobs and services that are provided in your community?3. What is required of the jobs in your community?4. Why do we use money to obtain goods and services?5. What is the role of money in our community?6. Why are goods and services needed?7. Why do we celebrate special days/ holidays?8. How do we celebrate special days/holidays?
Understandings: <ol style="list-style-type: none">1. Students will understand the rules in the community.2. Students will understand jobs and services in their community.3. Students will understand the purpose of the jobs in their community.4. Students will understand what objects their families purchase.5. Students will understand how they use money in the community.6. Students will understand why goods and services are needed.7. Students will understand local and national special days/holidays.

8. Students will understand what happens on a special day/holiday.
9. Students will understand specific information about each special day/holiday.
10. Students will understand the difference between a city/town, state, and country.

Students Will Be Able To:

1. Tell rules in the community and why they are important.
2. Identify and define jobs in the community.
3. List objects purchased by their family.
4. Explain ways they spend their money.
5. Name goods and services that are needed in their community.
4. Identify days that have been set aside for special recognition.
5. Share and discuss personal experiences in regards to how they celebrate special days/holidays.
6. Tell what city and state they live in.

Social Studies Curriculum

Grade Level: Kindergarten
Focus: Geography/Map Skills
Time Frame: April/May/June
Illinois Learning Standards: 17A: Locate, describe and explain places, regions and features on the Earth. 17C: Understand the relationship between geographic factors and society. 17D: Understand the historical significance of geography.
Essential Questions: <ol style="list-style-type: none">1. What words are used to describe the location of people, places and things?2. What can be used to show a model of the Earth?3. How are land and water features shown on maps and globes?4. Why are maps and globes important?
Understandings: <ol style="list-style-type: none">1. Students will understand the location of people; places and things can be described in terms of their relationship to other people, places and things.2. Students will understand there are words that help us describe where people, places and things are located.3. Students will understand terms that describe relative location (ie. near, far, up, down, left, right, behind, in front).4. Students will understand globes and flat maps are models of the Earth.
Students Will Be Able To: <ol style="list-style-type: none">1. Describe the relative location of people, places and things by using positional words.2. Develop awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.3. Locate land and water features.4. Develop an awareness that maps and globes show a view from above.5. Develop awareness that maps and globes show things in a smaller size.6. Develop awareness that maps and globes show the position of objects.

