**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 1 Community and Self**

**Course Description:**

In this unit of study, students will be presented with the following project:

*Someone new is joining our class (We’re ALL new in fact!) How can we make this student feel included? What can we do to make this new student more comfortable? How can we be good friends? What can we do as a class to make them feel welcome and part of our school community?*

**Big Ideas:**

Kindness and respect are at the heart of a strong community.

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| **Essential Questions**   * How can I see myself in my community? (family makeup, me, housing, pets, ect.) * How can I fit into all the different communities i'm a part of? (church, sports teams, neighborhoods, ect.) * How can I impact my community? (Ripples Effect) * How can I be respectful, responsible, and safe in all of my communities? | **Enduring Understandings**   * All of us are part of a larger whole – family, neighborhood, church, peer group, school, town and region – which gives our lives meaning. * We can use our interests to enrich or weaken the communities in which we are a part. * Communities are strengthened when individuals have empathy. Communities are strengthened when individuals are courageous enough to stand up for universal values. |
| **Areas of Focus:**  6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.  6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/ community.  6.1.P.B.2 Identity, discuss, and role-play the duties of a range of community.  6.1.P.D.4 Learn about and respect other cultures within the classroom and community | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.vjjfpcoxl66y) *below about the content of this section)*  Instructional Focus:   * How to talk with friends and get along * Being yourself * Define and establish classroom community     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content

area):

Financial, Economic, Business, and

Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 2 Community Wants and Needs**

**Course Description:**

In this unit of study, students will be presented with the following project:

*Our moms and dads buy things all the time, some things they buy because we need them (food, clothes) but other things are just what we need. Each class is going to be running a store in the coming weeks, what kind of things should we sell? Should we sell students things that they want, or things that they need? What kind of store should we be?*

Students will create a “Class store”. As a class, students will come up with things that students in other classes may want to buy. Things to consider include what people would be interested in buying, and how much should everything cost, and how much of everything should we make? Each class will pick a store to be (CVS, Grocery Store, Toy Store etc) and based on that students will decide what they would like to sell. Students will create their store items, and then decide how they want to price them (using tokens). Classes will rotate between rooms and students will “Buy” and “Sell” their products. After the store activity is over, gather students together to discuss, what sold well, what didn’t sell, and why they think those specific items did or did not sell.

**Big Ideas:**

Wants and needs impact the community.

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| **Essential Questions**   * How can we decide what people need/want? * How can our decisions affect ourselves in our community? | **Enduring Understandings**   * People have varying needs and wants based on their purpose and resources. * Students will understand that communities will meet their needs and wants for goods and services differently. |
| **Areas of Focus:**  6.1.4.B.8 Compare ways people choose to use and distribute natural resources. (At the Kindergarten level)  6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities (At the Kindergarten level) | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.hqxh3kuqbzf9) *below about the content of this section)*  Instructional Focus:   * Where in the community do we live, buy, and go for help? * Wants and needs * What do stores sell?     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research * Planning class store   Interdisciplinary Connections      Technology Integration      Global Perspectives |

NOTE re: Examples, Outcomes and Assessments

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Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content

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Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 3 Culture and Holidays**

**Course Description:**

In this unit of study, students will be presented with the following project:

*A child from another country is coming to visit the United States. They have not been exposed to various cultures and traditions other than their own. A way that people connect to other people is by learning about their beliefs and traditions. How can you teach the student your beliefs and traditions in order to connect more to our classroom community? How can the student share with the class their own traditions?*

Students will then create a display or project to represent the traditions and holidays they celebrate. Students can design a poster, write a song, draw a picture, or use another form of expression to share their culture with others.

**Big Ideas:**

Communities are made up of different cultures that influence and shape on another.All cultures and traditions need to be understood and respected.

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| **Essential Questions**   * How does your family express your culture through traditions? * What similarities do our traditions have? * How does our community respect everyone's traditions? | **Enduring Understandings**   * A holiday is a day when we remember important events from the past and enjoy good times together. * People have traditions that vary from culture to culture. |
| **Areas of Focus:**  6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.  6.1.P.D.4 Learn about and respect other cultures within the classroom and community. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.v5db6qrdiz22) *below about the content of this section)*  Instructional Focus:   * Different holidays and traditions * How to ask about and speak respectfully of cultures/traditions     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

NOTE re: Examples, Outcomes and Assessments

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Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content

area):

Financial, Economic, Business, and

Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 4 Contributing to the Community**

**Course Description:**

In this unit of study, students will be presented with the following project:

*Changing our rules for choice centers, lunch and the playground -- kindness, respect, and standing up for each other. During choice centers, lunch, and on the playground, many students always try their best to be respectful, responsible and safe to everyone. However, sometimes students forget and make choices that are unkind and unfair to other students. What rules can we create as a class to best benefit our recess, lunch, and choice time in order to make out school a better community for everyone who goes here?*

**Big Ideas:**

Rules are necessary for a safe and respectful community.

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| **Essential Questions**   * How do we contribute to our community in a respectful, responsible, and safe way? * How have others promoted fairness and equality in their communities? * How can we promote fairness and equality in our classroom community? | **Enduring Understandings**   * Rules help us learn, keep us safe, and help us work together. * Being a member of a class or group requires cooperation, following the rules and being responsible |
| **Areas of Focus:**  6.1.4.A.10 Describe how the actions of Dr. Martin Luther King Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.  6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising the civil responsibilities at the community, state, national, and global levels.  6.1.4.A.12 Explain the process of creating change at the local, state, or national level.  6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.  6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).  6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.  6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.tv754ttsbzpw) *below about the content of this section)*  Instructional Focus:   * Equality * Martin Luther King Jr history * Diversity     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

NOTE re: Examples, Outcomes and Assessments

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Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content

area):

Financial, Economic, Business, and

Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 5 Change and History**

**Course Description:**

In this unit of study, students will be presented with the following project:

*Change our classroom rules - As the year has gone on, our class has grown and changed, now that we are older, know more about our class. We have rules from the first day of school that still work, and others that we don't really need anymore. As a class, we can change our classroom rules to better meet the needs of our classroom!*

**Big Ideas:**

We are part of a community that is a democracy so we can help to make positive change.

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| **Essential Questions**   * Who can make change? * How can we make change? | **Enduring Understandings**   * Citizens can make change in their community by sharing ideas and voting. |
| **Areas of Focus:**  6.1.4.D.14 Trace how the American identity evolved over time.  6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising the civil responsibilities at the community, state, national, and global levels.  6.1.4.A.12 Explain the process of creating change at the local, state, or national level.  6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.  6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.mvkbsw5plcbw) *below about the content of this section)*  Instructional Focus:   * The role of the President * Famous presidents * Rules and how to change them     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

NOTE re: Examples, Outcomes and Assessments

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Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 6 Growth Mindset**

**Course Description:**

In this unit of study, students will be presented with the following project:

*As students in kindergarten you have learned how to use superpowers. One of the most important superpowers we learned is* ***persistence power****, which means that we never give up, even when things are hard. But guess what? We don’t have to just use our persistence power in reading. We can use it ALL THE TIME!*

*We can use persistence power to grow a strong brain by not giving up when things are hard. We can also grow a peaceful brain by learning how to be mindful problem solvers. How can we create a space in our classroom that we can use to be safe and problem solvers?*

**Big Ideas:**

Growth mindset helps us to be mindful problem solvers.

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| **Essential Questions**   * How do students use persistence power to grow their growth mindset? * How do students use mindfulness to be problem solvers? | **Enduring Understandings**   * Growth mindset and mindfulness help us stay calm, keep trying, and help one another. |
| **Areas of Focus:**  6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.bcbo1wcf2zx) *below about the content of this section)*  Instructional Focus:   * Growth Mindset * Persistence Power from reading/writing * Power of yet * How the brain learns     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

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Health Literacy

**Grade Level / Content Area:Kindergarten Social Studies**

**Curriculum**

**Unit 7 Ducks Around the World**

**Course Description:**

In this unit of study, students will be presented with the following project:

*When our ducks are ready to leave us they will need to pick a place to live. As a class we will research different continents that the ducks could live in. Different continents have different environments that could positively or negatively impact the ducks life. What environmental, geographical, and cultural aspects of continents are conducive to duck survival? Which continent should the duck choose to live in?*

**Big Ideas:**

Ducks are animals that are on nearly every continent in the world.

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| **Essential Questions**   * How are ducks different around the world? * What countries do ducks originate from? | **Enduring Understandings**   * Ducks from around the world are similar and different. * Ducks from around the globe help us learn about the world we live in. |
| **Areas of Focus:**  6.1.P.D.4 Learn about and respect other cultures within the classroom and community. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.5ni28fby5w40) *below about the content of this section)*  Instructional Focus:   * Different types of ducks * Where ducks live * Duck habitats and survival     Sample Assessments:   * Exit tickets * Journal activities * Discussion answers * Draw pictures * Answer essential questions       Instructional Strategies:   * Discussions * Drawing * Role play * Games * Reading and research   Interdisciplinary Connections      Technology Integration      Global Perspectives |

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