

KINDERGARTEN: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 1: SCHOOL RULES				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Are students able to listen to opinions of others? 2. Are students able to participate in class discussion? 3. Are students able to demonstrate an understanding of the school rules?		Options include, but are not limited to: <ul style="list-style-type: none"> • Informal Observation 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Civic Skills <u>Standard:</u> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	Demonstrate civic skills in a classroom that reflect an understanding of civic values. (Standard : 0.1.1.1.1) For example: Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.		<ul style="list-style-type: none"> • Responsive Classroom • Morning Meetings 	<ul style="list-style-type: none"> • “Literacy by Design” Theme 1 • Responsive Classroom • Scholastic News
<u>Substrand:</u> Governmental Institutions and Political Processes <u>Standard:</u> The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules. (Standard: 0.1.4.8.1)		<ul style="list-style-type: none"> • Responsive Classroom • Morning Meetings 	<ul style="list-style-type: none"> • “Literacy by Design” Theme 1 • Responsive Classroom • Scholastic News

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UNIT 2: AMERICAN SYMBOLS				
Big Questions			Formative/Summative Assessments (To be determined by teachers/teams)	
1. Can students recite the Pledge of Allegiance? 2. Are students able to explain the importance of the Bald Eagle? 3. Can students recognize and identify a map of the United States and the Minnesota state flag?			Options include, but are not limited to: <ul style="list-style-type: none"> • Informal Observation 	
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Civic Values and Principles of Democracy <u>Standard:</u> The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.	Describe symbols, songs and traditions that identify our nation and state. (Standard : 0.1.2.2.1) For example: American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.			<ul style="list-style-type: none"> • Pledge of Allegiance Book • Symbol Picture Cards • SMART Board File: United States Symbols • K-5 Pledge Curriculum

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UNIT 3: GOODS AND SERVICES

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Can students distinguish between a want and a need? 2. Can students distinguish between a good and a service?		Options include, but are not limited to: <ul style="list-style-type: none"> • Goods and Services Sort • Wants and Needs Sort Santa Stocking 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Economic Reasoning Skills <u>Standard:</u> People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). (Standard : 0.2.1.1.1) For example: Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.		<ul style="list-style-type: none"> • Informally mentioned during read alouds and other units 	<ul style="list-style-type: none"> • Purchasing Power (game) • <u>Don't Let the Pigeon Drive the Bus</u> by Mo Willems • <u>The Pigeon Wants a Hot Dog</u> by Mo Willems • Wants and Needs SMART Board Lesson • Wants and Needs Stocking Sort
<u>Substrand:</u> Economic Reasoning Skills <u>Standard:</u> People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	Identify goods and services that could satisfy a specific need or want. (Standard: 0.2.1.1.2) For example: The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.			<ul style="list-style-type: none"> • Purchasing Power (game) • Good and Services Picture Collage (use own magazines to have students create collages)
<u>Substrand:</u> Fundamental Concepts <u>Standard:</u> Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	Distinguish between goods (objects that can be seen or touched) and services (actions or activities). (Standard: 0.2.3.5.1) For example: Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair.			<ul style="list-style-type: none"> • Purchasing Power (game) • Good and Services SMART Board Lesson

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UNIT 4: MAPS				
Big Questions			Formative/Summative Assessments (To be determined by teachers/teams)	
1. Are students able to identify a map of Minnesota? 2. Are students able to identify and recognize a map of the United States of America?			Options include, but are not limited to: <ul style="list-style-type: none"> • Informal Observation • Everyday Math Project/Unit 5 	
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Geospatial Skills <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Describe spatial information depicted in simple drawings and pictures. (Standard : 0.3.1.1.1) For example: While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.		<ul style="list-style-type: none"> • Everyday Math (language within the lessons) 	<ul style="list-style-type: none"> • Me on the Map by Joan Sweeney • Can activity (house into city, city into state, state into country, country into world) • Follow That Map! By Scot Ritchie
<u>Substrand:</u> Geospatial Skills <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Describe a map and a globe as a representation of a space. (Standard: 0.3.1.1.2)			<ul style="list-style-type: none"> • Maps
<u>Substrand:</u> Places and Regions <u>Standard:</u> Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	Identify the physical and human characteristics of places, including real and imagined places. (Standard: 0.3.2.3.1) For example: Physical characteristics – landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics – structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.		<ul style="list-style-type: none"> • Fiction vs. non-fiction • Reading and writing 	<ul style="list-style-type: none"> • Follow That Map! By Scot Ritchie

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UNIT 5: LONG AGO/TODAY

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
		Options include, but are not limited to: <ul style="list-style-type: none"> • Informal Observation 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</p>	<p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. (Standard : 0.4.1.1.1)</p> <p>For example: Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.</p>			<ul style="list-style-type: none"> • Long Ago Today video (United Streaming) • Level G Reading a-2 (Long Ago and Today) • Scholastic News • SMART Board Lesson
<p><u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p>	<p>Describe ways people learn about the past. (Standard: 0.4.1.2.1)</p> <p>For example: Learning from elders, photos, artifacts, buildings, diaries, stories, videos.</p>			<ul style="list-style-type: none"> • Long Ago Today video (United Streaming) • Level G Reading a-2 (Long Ago and Today) • Scholastic News • SMART Board Lesson

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UNIT 6: PEOPLE AROUND THE WORLD

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1.				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand</u>: Peoples, Cultures, and Change Over Time</p> <p><u>Standard</u>: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</p>	<p>Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. (Standard : 0.4.2.4.1)</p> <p>For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.</p>			<ul style="list-style-type: none"> Literacy curriculum read alouds YouTube – Harry Kindergarten Discuss your students’ family traditions