

Course Name: Kindergarten Social Studies**Course Codes:** E4002, E4009**Course Description:**

The social studies curriculum in Kindergarten focuses on developing a sense of self-awareness among students as they begin to develop the skills and dispositions for being a good citizen. In the beginning of the year students learn to compare and contrast their personal characteristics with their classmates, and begin to learn positive ways of interacting with each other. A focus on conflict resolution, sharing, listening and friendship sets the tone for not only the Kindergarten year but all of their years in the K-12 system. Students will practice these skills and develop these dispositions throughout the year and then begin to build their understanding of the world around them by studying families and family traditions, how people can make their neighborhoods better places, and how people live around the world. Each unit in Kindergarten social studies is meant to be an introduction to the most important concepts that they will encounter throughout their K-12 social studies experience.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Identify personal characteristics that make them unique and special. (6.1.2.CivicsCM.3)
2. Establish a healthy sense of self to promote independence and personal development. (6.1.2.HistoryUP.2).
3. Engage in discussions with peers in order to share one's own ideas and to hear the ideas of others. (6.1.2.CivicsPD.1, 9.4.2.CI.1)
4. Compare and contrast their personal characteristics with those of their classmates. (6.1.4.D.18, 6.1.2.HistoryUP.2)
5. Recognize the connections between their feelings and behaviors, as well as the consequences of their actions. (6.1.2.HistoryUP.2).
6. Identify important rules in the classroom and school and begin to explain why rules are important. (6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3)
7. Distinguish between problems that require adult assistance to solve and problems that can be solved on their own. (6.1.2.CivicsPD.2)
8. Implement a conflict resolution process when conflicts and problems arise in the classroom. (6.1.2.CivicsPD.2, 6.1.2.CivicsPI.5, 6.1.2.CivicsCM.2, 9.4.2.CT.3:
9. Describe the characteristics of a good friend and enact those characteristics as appropriate. (9.4.2.CI.1)

10. Describe the difference between needs and wants and how people make choices between needs and wants. (6.1.2.EconET.1, 6.1.2.EconET.2)
11. Identify and describe the ways that people around the world are similar and different. (9.4.2.GCA.1, 6.1.2.HistoryUP.2)
12. Recognize the ways that a person and a community can change over time. (6.1.2.HistoryCA.1)
13. Describe the ways that a person can improve their neighborhood or community. (6.1.2.CivicsPI.5, 6.1.2.HistoryUP.3)
14. Use maps and globes to identify water and land, and continents. (6.1.2.Geo.SV.1, 6.1.2.Geo.SV.3)
15. Identify the ways that people can affect their natural environment in both positive and negative ways. (6.1.2.Geo.HE.2)

Assessments:

1. Teacher observation
2. Individual and group work
3. Classroom discussion
4. Open-ended responses

Board Adopted Materials:

Text:

Social Studies Alive: Me and My World (2022)

Teachers' Curriculum Institute