

Kindergarten Social Studies UbD

Curriculum/Content Area: Social Studies	Course Length: Academic Year
Course Title: Kindergarten Social Studies	Date last reviewed:
Prerequisites: Not Applicable	Board approval date:
Primary Resource: TBD	K-5 Progression of Content & Skills

Desired Results

Course description and purpose: Kindergarten students begin learning about introductory concepts of history and geography. They begin to distinguish past, present, and future events through their own lens. Kindergarten students also learn about national holidays and important historical figures. Students' curiosity about our world is sparked through these learning opportunities. In Kindergarten we cycle through each of the themes of social studies as they naturally integrate with the activities and learning opportunities of a kindergarten classroom experience.

<p>Enduring Understandings Students will understand...</p> <ol style="list-style-type: none"> 1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i> 2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i> 3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i> 4. <i>that information can be acquired from a variety of sources.</i> 5. <i>that text and organizational tools communicate different kinds of information.</i> 6. <i>that there are multiple ways to communicate their understanding of our world today.</i> 7. <i>that human interaction influences behavioral, economic, and political activities.</i> 8. <i>that individuals, groups, societies and</i> 	<p>Essential Questions:</p> <p>A. Geography</p> <ol style="list-style-type: none"> 1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics? 2. How does where I live influence how I live? 3. How do geography, climate, and natural resources affect the way people live and work? 4. What are the cultural factors of civilizations, and what functions do they serve? <p>B. History</p> <ol style="list-style-type: none"> 1. What should we do if primary sources disagree? 2. How does the past influence the present? 3. What are the historical factors of civilizations, and what functions do they serve?
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<p><i>cultures address human needs and concerns.</i></p> <p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p>	<p>4. How do competing interests influence how power is gained, distributed, and exercised?</p> <p>C. Political Science</p> <ol style="list-style-type: none"> 1. What knowledge and skills are needed to participate effectively in our political system? 2. How are governments created, structured, maintained, and changed? 3. What is the role of the citizen in the community, nation, and world? <p>D. Economics</p> <ol style="list-style-type: none"> 1. How do scarcity and competition influence decision-making at the personal, business, and government levels? 2. What causes change in the U.S. economy? 3. How do different economic systems and trade policies impact a person's way of life/standard of living? 4. What role should government play in the potential regulation of an economy? <p>E. Behavioral Science</p> <ol style="list-style-type: none"> 1. How do others, the media, and society influence our identity and the choices we make? 2. What are the characteristics, benefits, and challenges of a diverse society?
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<p>Unit Title: Geography</p>
<p>Geography - Students will use geographic concepts and processes to understand location and its relationship to human activities.</p>
<p>Standards Wisconsin Model Academic Standards</p>
<p>Geography EQ1: A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain</p>

ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

Geography EQ2:

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

Geography EQ3:

A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

Learning Targets Addressed

- I can describe a globe as a model of Earth showing land and water.
- I can describe how maps are models showing physical features and/or human features of places.
- I can identify a location by using terms such as near-far, above-below, and here-there.
- I can identify pictures and photographs that represent places on a map such as, a playground and a fire station.
- I can identify landforms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams.
- I can identify human-made features, such as buildings, sidewalks, streets, and bridges.
- I can identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather.
- I can identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.

Suggested Learning Opportunities for Natural Integration

- Columbus Day (October)
- Thanksgiving (November)
- Traditions Around the World (December)
- Severe Weather Awareness (April)

Unit Title: History

Students will use historical thinking skills to understand how individuals and events have changed society over time.

Standards

Wisconsin Model Academic Standards

History EQ1:

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

History EQ2:

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day,

and national and state symbols, such as the United States flag and the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

Learning Targets Addressed

- I can identify and describe events of the day in chronological order.
- I can describe daily events in terms of yesterday, today, and tomorrow.
- I can identify common symbols, such as the American Flag, and Statue of Liberty.
- I can recognize that saying the Pledge of Allegiance and singing “The Star-Spangled Banner” are practices associated with being a citizen.
- I can identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president.
- I can use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents’ Day.

Suggested Learning Opportunities for Natural Integration

- Cooperation, Teamwork and Community Building (September)
- The Pledge of Allegiance and National Symbols (October/February)
- Thanksgiving and Pilgrims such as Samuel Eaton and Sarah Morton (November)
- Martin Luther King Jr (January)
- Black History Month, including Ruby Bridges, Rosa Parks, Harriet Tubman, Jackie Robinson, etc. (February)

Unit Title: Political Science
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
Standards Wisconsin Model Academic Standards
Political Science EQ1: C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior, and explain how various behaviors promote or hinder cooperation
Learning Targets Addressed
<ul style="list-style-type: none"> • I can identify reasons for classroom and school rules and responsibilities, such as maintaining order and keeping the community safe. • I can recognize rules help promote fairness, responsible behavior, and privacy. • I can identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school. • I can describe the roles, rights, and responsibilities of family members. • I can describe the roles of members of the school, such as principal, crossing guard, bus drivers, teachers, and other community helpers. • I can identify and describe rights, and responsibilities in the classroom and family.
<i>Suggested Learning Opportunities for Natural Integration</i>
<ul style="list-style-type: none"> • Rules in School (September) • Voting and Elections (November) • Community Helpers

Unit Title: Economics
Students will identify the economic principles and processes that are helpful to producers and consumers.
Standards Wisconsin Model Academic Standards
Economics EQ1: D.4.1 Describe and explain the role of money, banking, and savings in everyday life

Learning Targets Addressed

- I can explain that goods are things that people make or grow.
- I can identify situations where people make choices (needs vs. wants).
- I can describe how buyers and sellers make exchanges at the market.
- I can explain that money is one way to acquire goods.
- I can explain that trading is another way to acquire goods.
- I can recognize that goods have different values.

Suggested Learning Opportunities for Natural Integration

- Identifying and Using Money (February)
- Presidents Day; pictures on money (February)
- Dramatic/ Thematic Play Opportunities

Unit Title: Behavioral Science

Students will understand how people around the world are alike and different.

Standards**Wisconsin Model Academic Standards****Behavioral Science EQ1:**

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

Behavioral Science EQ2:

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.5 Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society

E.4.9 Explain how people learn about others who are different from themselves

Learning Targets Addressed

- I can give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique.
- I can demonstrate how groups of people interact.

Suggested Learning Opportunities for Natural Integration

- Cooperation, Teamwork and Community Building (September)
- Child (Star) of the Week
- Traditions Around the World (December)
- Daily Social Play Interactions within the Classroom and School Community

