

SOCIAL STUDIES

Kindergarten



Kindergarten Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment.

Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school.

Indiana academic standards for kindergarten social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in kindergarten are described below. Skills for thinking, inquiry and participation are integrated throughout.

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The [Kindergarten Indiana Academic Standards for Social Studies](#) serve as the foundation to our curriculum for social studies instruction in Noblesville Schools. These standards are supported through grade-level curriculum maps and curriculum materials for all learners.

Units of Study

Table 1: Kindergarten Social Studies Units of Study

Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included in the unit:
Unit 1: History- Favorite Family Foods	<ol style="list-style-type: none"> 1. Identify ways people, heritage, and events are remembered and recognized. 2. Demonstrate respect for individuals and families in the past and present. 3. Understand how families use food to recognize various special days. 4. Recognize how models can be used to represent ideas or things not easily shared in person. 	<ol style="list-style-type: none"> 1. What are similarities and differences between our families? 2. How does food bring people together? 3. How do people and families recognize special days throughout the year with food? 4. What food did the adults in our families enjoy when they were kids?
Unit 2: Civics and Government- Class Agreements	<ol style="list-style-type: none"> 1. Give examples of classroom and school rules, and explain the importance of following these rules to ensure safety. 2. Explain why families and classrooms have rules. 3. Demonstrate understanding of classroom expectations. 4. Understand how everyone has to do their part to create a positive learning environment. 	<ol style="list-style-type: none"> 1. What does it mean to be a part of a team or group? 2. Why do we have rules? 3. How do we make rules stick? 4. What are examples of responsible behaviors at home and school?

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Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included in the unit:
Unit 3: Geography- <i>Our Place in School and Community</i>	<ol style="list-style-type: none"> 1. Make connections between people and places. 2. Use words related to location, direction, and distance. 3. Begin reading maps and globes. 4. Create a digital book about locations in their school and share it with others. 	<ol style="list-style-type: none"> 1. When would we use a map or globe? 2. How can we explore new places and meet new people without leaving our homes or school? 3. How are schools alike and different from our own? 4. What are the advantages and disadvantages of virtual meetings and/or virtual field trips?
Unit 4: Economics- <i>Virtual Career Fair (mini-unit)</i>	<ol style="list-style-type: none"> 1. Understand that people work to be able to take care of needs and wants. 2. Explain how people make decisions about what is most important. 3. Identify different kinds of jobs people do and the tools or equipment needed for the jobs. 	<ol style="list-style-type: none"> 1. Why do people in a community choose different jobs? 2. What tools or equipment are needed for different kinds of jobs? 3. What do I want to be when I grow up?