KINDERGARTEN

Living and Working Together in Family and Community

Kindergarten students are introduced to the world beyond family and home. As students become acquainted with new classmates, they develop sensitivity to the similarities and differences among individuals in the classroom as well as within the school and community. Comparing family traditions enables students to accept and appreciate diversity and gain a sense of purpose regarding their role and the role of others within the community.

The kindergarten curriculum contains balanced, comprehensive content that facilitates students' understanding of economics, geography, history, and civics and government. An appropriate learning environment is one that reflects a thematic and interdisciplinary approach emphasizing instructional flexibility, multiple individual learning styles, and opportunities for student exploration and discovery. Concrete examples of abstract concepts help young students develop skills for critical thinking, inquiry, and an understanding of citizenship in a democratic society. Examples for instruction may include assisting in determining classroom rules, taking turns while playing games, and standing while pledging allegiance to the flag. As students gain insight into these and other concepts, they are able to view themselves as effective citizens of a culturally diverse democratic society.

Students will:

E	G	H	CG
		✓	

1. Sequence events using schedules, calendars, and timelines.
   Examples: daily classroom activities, significant events in students' lives

   - Differentiating among broad categories of historical time
     Examples: long ago, yesterday, today, tomorrow

E	G	H	CG
			✓

2. Identify rights and responsibilities of citizens within the family, classroom, school, and community.
   Examples: taking care of personal belongings and respecting the property of others, following rules and recognizing consequences of breaking rules, taking responsibility for assigned duties

E	G	H	CG
			✓

3. Describe how rules provide order, security, and safety in the home, school, and community.
   - Constructing classroom rules and procedures
   - Determining consequences for not following classroom rules and procedures

E	G	H	CG
✓			

4. Differentiate between needs and wants of family, school, and community.
   - Comparing wants among different families, schools, and communities

E	G	H	CG
✓			

5. Differentiate between goods and services.
   Examples: goods—food, toys, clothing
   services—medical care, fire protection, law enforcement, library resources

E	G	H	CG
	✓	✓	

6. Compare cultural similarities and differences in individuals, families, and communities.
   Examples: celebrations, food, traditions

E	G	H	CG
			✓

7. Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.

E	G	H	CG
	✓		

8. Recognize maps, globes, and satellite images.

E	G	H	CG
	✓		

9. Differentiate between land forms and bodies of water on maps and globes.

E	G	H	CG
	✓		

10. Apply vocabulary related to giving and following directions.
    Example: locating objects and places to the *right* or *left*, *up* or *down*, *in* or *out*, *above* or *below*

E	G	H	CG
		✓	✓

11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation.
    Examples: symbols—United States flag, Alabama flag, bald eagle
    customs—pledging allegiance to the United States flag, singing "The Star – Spangled Banner"
    individuals—George Washington; Abraham Lincoln; Squanto; Martin Luther King, Jr.
    celebrations—Fourth of July, Memorial Day, Veterans Day

E	G	H	CG
✓		✓	✓

12. Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.
    - Identifying ways everyday life has both changed and remained the same