Kindergarten Social Studies
Understanding My Communities

Grade(s):	☑ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Kindergarten		
Course Title:	Kindergarten: Understanding My Communities		
Prerequisite(s):	Kindergarten Enrollment		
Course Description: *Program of Studies*	In kindergarten, students begin to explore the concept of community by learning about the roles and responsibilities of the people around them. They examine how individuals work together to uphold rules and contribute to the common good. Students also develop an understanding of the physical and economic features of their local environment by identifying important places, creating maps, and recognizing the sources of goods and services. Finally, they begin to explore the past and present of their community by investigating how life has changed over time using primary sources such as photographs and artifacts. Through these experiences, students build a foundation for civic engagement, geographic awareness, and historical thinking.		
Course Essential Questions:	● How can individuals be responsible citizens of their community? ● How do we use maps and globes to learn about our community and the world? ● How does the past differ from the present?		
Course Enduring Understandings:	● Community members often work together to accomplish tasks to create a better community. ● Rules and laws aim to create safe communities. ● Community leaders typically take responsibility for the well-being of their community.		

	● Maps can represent important places and spaces within a community. ● People and places have different roles in the local economy, contributing through various jobs, activities, and services to meet the needs and wants of the community members. ● There are places within communities that produce or provide goods and services. ● The ways people lived in the past differ from the ways people live today, including the way people dress, types of recreation, school, traditions, different types of transportation, and types of buildings. ● Using primary historical documents helps us learn about the way people lived in the past, including family and community history.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) . ☑ N/A
Course Materials/Resources:	*Studies Weekly*	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Roles and Responsibilities (~4-6 weeks) **Unit 2:** Familiar Places Within A Community (~4-6 weeks) **Unit 3:** Communities Past and Present (~4-6 weeks)	

Unit Number and Title:	**Unit 1:** Roles and Responsibilities in a Community
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Every family, classroom, school, and town in Connecticut has diverse members. Each member plays an important role in making their community a better place. In this unit, kindergarteners will learn how families, leaders, schoolmates, and everyday citizens strive to act responsibly and respectfully in upholding rules and laws. Kindergarten students will learn about collaborative efforts that create a harmonious and thriving community.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* K.Civ.1. a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders). K.Civ.2. a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed-upon rules, advocacy, volunteering, voting, public service). K.Civ.3. a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws). K.Civ.6. a. Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations). K. Eco 3. a. Describe the skills and knowledge needed to do certain jobs in the community. *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* K.Inq.1. a. Develop questions relevant to self, family, and school community.

	K.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies practices. K.Inq.3. a. Gather information to answer a question relevant to self, family, and school community. K.Inq.4. f. Use listening, consensus-building, and voting procedures to act in the classroom.
Essential Question(s):	● How can individuals be responsible citizens of their community?
Enduring Understanding(s):	● Community members often work together to accomplish tasks to create a better community. ● Rules and laws aim to create safe communities. ● Community leaders typically take responsibility for the well-being of their community.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the roles and responsibilities of people in their school and local community. ○ authority figures ○ principal ○ teachers ○ students ○ custodians ○ firefighters ○ police officers ● the need and purpose of rules and laws in the school community. ○ rules ○ laws ○ keep people safe ○ show respect ○ protect property ○ support learning ○ build good habits ● that everyone, not just official leaders, can contribute to the community. ○ showing respect ○ listening to others

	○ being kind ○ accepting others ● governments lead communities to make laws and rules that keep people safe. ○ government ○ citizens ○ city government ○ state government ○ national government ● who leads our community. ○ president ○ governor ○ mayor ○ council ● how community members work together to accomplish tasks to make their community a better place. ○ promoting safety ○ cleanliness ○ enjoyment ○ order **Skills:** (Students will be able to…) ● identify and describe the roles and responsibilities of school and community members. ● discuss and share ways all people contribute to their community. ● explain the purpose of the rules and laws. ● recognize teamwork in the community.

Unit Number and Title:	**Unit 2:** Familiar Places Within Communities
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Many communities have common places that are important to the people who live and work there. The people, places, features, and elements of each community are what make it unique. In this unit, kindergarteners will explore geography and economics in the context of their local community. Students will distinguish between land and water features on maps, create simple maps of familiar places, learn where goods and services that exist in their community come from, and describe the places connected to their lives using various representations.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* K.Geo.1. a. Distinguish between land and water features on a map. K.Geo.1. b. Demonstrate spatial awareness by creating maps of familiar places, including simple text features (e.g., title, labels, compass rose, key). K.Geo.2. a. Describe places connected to students' lives using maps, photographs, and other representations (e.g., community center, home address, places of worship, school, where family members live and shop). K. Eco.4. a. Describe where goods and services in the community come from (e.g., community gardens, retail locations, farmers' markets, public education, public transportation). K. Eco.5. a. Identify the prices of commonly purchased items in local stores and restaurants and online markets. K. Eco.6. a. Describe how people in the community earn income (e.g., arts, banking, farming, healthcare, manufacturing, retail, service, trades, education). K. Eco.9. a. Describe the role of banks in a community (e.g., lending, saving, storing valuables).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards K.Inq.1. a. Develop questions relevant to self, family, and school community. K.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies practices. K.Inq.3. a. Gather information to answer a question relevant to self, family, and school community. K.Inq.4. f. Use listening, consensus-building, and voting procedures to take action in the classroom.
Essential Question(s):	● How do we use maps and globes to learn about our community and the world?
Enduring Understanding(s):	● Maps can represent important places and spaces within a community. ● People and places have different roles in the local economy, contributing through various jobs, activities, and services to meet the needs and wants of the community members. ● There are places within communities that produce or provide goods and services.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● what maps and globes are used for. ○ map tools ○ land and water features on a map ○ landforms ■ mountain ■ river ■ valley ■ desert ○ bodies of water ■ pond ■ lake ■ river ■ ocean ● spatial awareness, the relationship between oneself and surrounding objects and areas.

	○ relative location ○ far ○ near ● places connected to their lives. ○ neighborhoods ○ schools ○ hospitals ○ rail stations ● their place on the map. ○ town ○ state ○ country ● the difference between something we need and something we want. ○ shelter ○ food and water ○ clothing ● how people in the community earn income. ○ money ○ jobs ○ types of professions ○ spending ○ saving ○ banks ● where goods and services in the community come from. ○ goods ○ services ○ producers ● the prices of commonly purchased items in local stores, restaurants, and online markets **Skills:** (Students will be able to…)

	● distinguish between land and water features on a map by identifying symbols used to represent them. ● demonstrate spatial awareness by creating maps of familiar places. ● identify important places within the community. ● describe places in the community. ● explain the roles of different places in a community. ● describe types of jobs. ● explain the differences between needs and wants.

Unit Number and Title:	**Unit 3:** Communities Past and Present
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Every community has a past, present, and future. In this unit, Kindergarten students will explore the similarities and differences between their community's past and the present. Students will utilize primary source documents such as newspapers, photographs, and artifacts to generate questions about historical sources and explain how people lived in the past. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* K. His.2. a. Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings). K. His.9. a. Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs). K. His.12. a. Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather-related event, festival or holiday, new building). K. His.10. a. Explain how sources can be used to learn about family and community history. *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* K.Inq.1. a. Develop questions relevant to self, family, and school community. K.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. K.Inq.3. a. Gather information to answer a question relevant to self, family, and school community. K.Inq.3. a. Gather information to answer a question relevant to self, family, and school community.

	K.Inq.4. f. Use listening, consensus-building, and voting procedures to act in the classroom.
Essential Question(s):	● How does the past differ from the present?
Enduring Understanding(s):	● The ways people lived in the past differ from the ways people live today, including the way people dress, types of recreation, school, traditions, different types of transportation, and types of buildings. ● Using primary historical documents helps us learn about the way people lived in the past, including family and community history.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● past (history) and the present (now). ○ transportation ○ clothing ○ pastime ○ learning ○ food ○ jobs ● timelines help us understand time and see change. ○ height change ○ families grow ○ neighborhoods change ● how inventions in the past have helped us today and have created change. ○ inventions ○ inventors ○ Thomas Edison ○ Marie Curie ○ George Washington Carver ● important people in our country's past. ○ George Washington ○ Abraham Lincoln

	○ Harriet Tubman ○ Martin Luther King Jr. ○ Amelia Earhart ○ Rosa Parks ● examples of primary sources. ○ photographs ○ diaries ○ artifacts **Skills:** (Students will be able to…) ● identify similarities and differences between the past and the present. ● identify and use primary sources to explain how people lived in the past. ● generate questions about a historical source as it relates to a particular historical event or development in the community. ● explain how sources can be used to learn about the history of my family or community. ● explain contributions of inventors with specific historical examples.