

Kindergarten Social Studies Curriculum Map

| Concept Area | Content | Skills | Essential Questions | Vocabulary | Assessment |
|--|---|---|--|--|------------|
| <ul style="list-style-type: none"> • Identity • Change • Culture | <ul style="list-style-type: none"> • Myself and others • My family and other families | <ul style="list-style-type: none"> • Each person is unique and important. • People are alike and different in many ways. • Each person has likes and dislikes. • All people need others. • My family and other families are alike and different. | <ul style="list-style-type: none"> • What makes me special? • How do I help others? | <ul style="list-style-type: none"> • family • alike • different • likes • dislikes • change • culture | |
| <ul style="list-style-type: none"> • Identity • Places and Regions | <ul style="list-style-type: none"> • My school and school community • My neighborhood | <ul style="list-style-type: none"> • What is a school? • My neighborhood can be located on a map. • Different people live in my neighborhood. | <ul style="list-style-type: none"> • Who are some of the people who make up my school community? • What makes up a neighborhood? | <ul style="list-style-type: none"> * neighborhood • community • community helpers • school community workers • rules • laws • holidays • customs • rights • responsibilities | |

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| <ul style="list-style-type: none"> • Places and Regions | <ul style="list-style-type: none"> • Location of home, school, neighborhood, and community on maps and globes | <ul style="list-style-type: none"> • Land and water masses can be located on maps and a globe. • The United States can be located on a map and globe. | <ul style="list-style-type: none"> • What is a globe? • Why do we use a map? | <ul style="list-style-type: none"> • Map • Globe • Symbol • Continent • Land • Water • Earth • Seasons • Cardinal directions | |
| <ul style="list-style-type: none"> • Needs and Wants • Interdependence | <ul style="list-style-type: none"> • Basic human needs and wants • People helping one another to meet needs and wants (e.g., recycling and conservation) | <ul style="list-style-type: none"> • People/families have needs and wants. • Identify the difference between needs and wants • Describe how people in communities earn a living to meet their needs and wants. | <ul style="list-style-type: none"> • What job would you like to have when you become older and why? | <ul style="list-style-type: none"> • needs • wants • resources • decision making • money • roles | |
| <ul style="list-style-type: none"> • Citizenship and Civic Life | <ul style="list-style-type: none"> • Symbols of citizenship • Rights, responsibilities, and roles of citizenship | <ul style="list-style-type: none"> • Identify and respect the U.S. flag as a symbol of our country • Recite the Pledge of Allegiance • Identify characteristics of a good citizen | <ul style="list-style-type: none"> • How can I be a good citizen? | <ul style="list-style-type: none"> • U.S.A. • Country • Flag • Stars and stripes • Pledge of Allegiance • National Anthem • citizenship | |

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| <p>* Government</p> | <ul style="list-style-type: none"> • People making and changing rules and laws • People making rules that involve consideration of others and provide for the health and safety of all | <ul style="list-style-type: none"> • Rules affect children and adults. • People make and change rules for many reasons. • Families develop rules to govern and protect family members. • People in school groups develop rules to govern and protect themselves. | <ul style="list-style-type: none"> • Why are rules/laws important? | <ul style="list-style-type: none"> • rules • laws • protection • vote • election • government • democracy | |