

COURSE: Social Studies
GRADE LEVEL: Kindergarten

[NYS Social Studies Toolkit](#)

TOPIC	STANDARD	ESSENTIAL QUESTIONS	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO	SKILLS	TIMELINE	ASSESSMENTS ACTIVITIES
Individual Development and Cultural Identity	<p>K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.</p>	<p>What makes me unique?</p> <p>Am I the same as other people?</p> <p>How can I be unique and the same?</p>	<p>Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.</p>	<p>Identify similarities and differences between him/her and others.</p> <p>Retell an important life event in sequential order</p> <p>Identify the author or creator of a book or map.</p> <p>Identify causes and effects, using an example from his/her family life.</p> <p>Identify change over time in his/her life</p>	Sept.- June	<p>Kindergarten Identity Inquiry</p> <p>Create charts and graphs depicting likenesses and differences</p> <hr/> <p>read stories to class and identify elements of the story</p> <p>identify seasons and activities unique to each. Students share experiences</p> <p>draw a picture/make a family tree depicting students family</p>
	<p>K.2 Children, families, and communities exhibit cultural similarities and differences.</p> <p>K.2a Each person is unique but also shares common characteristics with other family, school, and community members</p>		<p>Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.</p> <p>Students will explain how their families celebrate birthdays or other special days. Students will learn about and respect individual differences.</p>	<p>Identify similarities and differences between him/her and others.</p> <p>Ask questions.</p> <p>Recognize forms of evidence used to make meaning in social studies.</p>	Sept.- June	<p>graph or chart likenesses and differences (eye, hair color, etc)</p> <p>Write a story/ draw a picture of an important event/vacation/et c.</p>

	<p>.K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.</p> <p>K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p>			<p>Describe an event in his/her life</p> <p>Retell an important life event in sequential order</p> <p>Identify opinions expressed by others.</p>		
	<p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture, holiday</p>	<p>What Makes Holidays Special?</p> <p>What are holidays and traditions?</p> <p>How are holidays celebrated with traditions?</p> <p>What symbols make us think of certain holidays?</p>	<p>Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.</p> <p>Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.</p> <p>Students will identify American symbols, such as the Liberty Bell and the bald eagle. Students will learn the Pledge of Allegiance.</p> <p>Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.</p> <p>Students will learn patriotic songs, including the national anthem, "America the Beautiful" and "America."</p>	<p>Identify similarities and differences between home and school.</p> <p>Identify similarities and differences between him/her and others</p> <p>Identify a pattern.</p>	<p>Sept.- June</p>	<p>Kindergarten Holidays and Traditions Inquiry</p> <p>Create a Venn diagram comparing and contrasting holiday celebrations in different countries/ religions/ families</p> <hr/> <p>Identify holidays associated with each month.</p> <p>duplicate the american flag</p> <p>pledge the flag daily</p>

Civic Ideals and Practices	K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community	<p>E.Q Why do I have to be responsible?</p> <p>E.Q What does responsibility look like?</p> <p>E.Q What are my responsibilities at home and at school?</p> <p>E.Q What would happen if I wasn't responsible?</p> <p>K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>	<p>Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).</p> <p>Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).</p>	<p>Demonstrate respect for the rights of others.</p> <p>Identify and follow the rules in the classroom and school</p> <p>Identify the role of the individual in classroom participation</p> <p>Show respect in issues involving difference and conflict.</p> <p>Identify the school principal and his/her role within the school</p> <p>Participate in activities that focus on a classroom or school issue or problem</p>	Sept.- June	<p>Kindergarten Civic Ideals and Practices Inquiry</p> <p>Pebble-Go Social Studies Being a Good Citizen</p> <p>Create/review class rules and consequences.</p> <p>Assign student jobs to perform duties in the class.</p> <p>Role play: (ie: asking a question, introducing a friend, solving a conflict...)</p>

	<p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.5b People in authority make rules and laws that provide for the health and safety for all.</p> <p>.5c Children and adults have opportunities to contribute to the development of rules and/or laws.and safety of all.</p>	<p>Are all rules good rules?</p> <p>Who makes the rules?</p> <p>What does it mean to follow the rules?</p> <p>Can the rules ever change?</p>	<p>Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.</p> <p>Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).</p> <p>Students will be given an opportunity to create new rules as needed for class activities.</p>	<p>Identify situations in which social actions are required</p> <p>Identify and follow rules in the classroom and school</p> <p>Identify similarities and differences between home and school.</p> <p>Identify the role of the individual in classroom participation.</p> <p>Identify and follow rules in the classroom and school.</p>	<p>Sept.- June</p>	<p>Kindergarten Rules Inquiry</p> <hr/> <p>Discuss and practice school procedures for fire drills, lockdown, lock in and lock out, shelter in place</p> <p>Compare fire procedures for home and school</p> <p>create and discuss school and classroom rules/expectations</p>
<p>Geography, Humans, and the Environment</p>	<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p> <p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions</p> <p>.K.6b Places and regions can be located on a map or globe, using geographic vocabulary</p> <p>K 6c Places, physical features, and man-made structures can be located</p>	<p>Which Is better, a Map or a Globe?</p> <p>What is a map?</p> <p>What is a globe?</p> <p>What is the difference between a map and a globe?</p> <p>How would you decide to use a map or a globe?</p>	<p>Students will identify the differences and similarities between a globe and a map</p> <p>Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).</p> <p>Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between)</p>	<p>Identify natural events or physical features, such as land, water, air, and wind</p> <p>Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.</p> <p>Describe how the environment affects his/her activities.</p>	<p>Sept.- June</p>	<p>Kindergarten Maps and Globes Inquiry</p> <hr/> <p>Pebble-Go</p> <p>Inquiry 5 Maps and Globes k.6</p> <p>Using a Venn diagram to compare and contrast: globe vs map</p> <p>Create representations of the Earth</p> <p>Create a map of the classroom</p>

	on a map or globe and described using specific geographic vocabulary.					
	K.7 People and communities are affected by and adapt to their physical environment.	E.Q. How does the weather affect how we live? K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.	Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.	Describe how the environment affects his/her activities. Identify a human activity that changed a place.		Science Weather Unit Identify various activities associated with each season Identify clothing worn for each season
Time, Continuity, and Change	K.8 The past, present, and future describe points in time and help us examine and understand events. K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences. K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past	How do events from the past teach values, ideas and traditions?	Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs). Students will retell a story and explain the value, idea, tradition, or important event that it expressed	Understand the concept of time measurements, including days and weeks. Identify events of the past, present, and future in his/her life. Identify routines and common occurrences in his/her life.	Sept.- June	Kindergarten Holidays and Traditions Inquiry ----- Pebble-Go Culture and Awareness Students will recite days of the week and months of year ----- Identify/ sequence class events
Economic Systems	K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	Why can't we ever get everything we need and want? What do we want? What do we need?	Students will identify basic needs (food, clothing, and shelter). Students will distinguish between a need and a want. Students will identify examples of goods and services.	Identify what money is and how it is used in society. Identify examples of goods and services Identify examples of scarcity and choices made due to scarcity.		Kindergarten Economics Inquiry ----- Discuss what we need to survive

	<p>K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p> <p>K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.</p> <p>K.9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</p>	<p>How do goods and services meet our needs and wants?</p> <p>What happens when there isn't enough for everyone?</p>	<p>Students will identify examples of scarcity.</p>			<p>identify uses of money</p> <p>role play; sharing</p>
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