

Kindergarten Social Studies Curriculum Map

Self, family, classroom

Some of the strategies used here, along with other ideas, can be seen on a video or are described here: [Jhat Strategies](#)

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				These assessments should only be done AFTER instruction from teachers	
<p>Any of the 4 standards can be taught at any time throughout the year. Each one can take a full quarter to teach. The suggestions given here are just suggestions.</p> <p>Quarter 1</p>	<p>Standard 1 Culture</p> <p>Students will recognize and describe how individuals and families are both similar and different.</p>	I can tell how people are the same and different.	compare rules routine similar different respect culture shelter change duty past present future celebrate family	<p><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>Teacher asks questions of the class and students stand up as appropriate: Who likes to swim? Who likes to play basketball? Who likes to dance? Who likes to eat pizza? Who likes to eat candy? Who likes to eat apples? Who has brown hair? etc.</p>	<p>a. Describe and compare characteristics of self and others (difference in gender, height, language, beliefs, and color of skin, eyes, hair)</p> <p>b. Explain how people change over time (self, others).</p> <p>c. Demonstrate respect for each individual.</p> <p>d. Explain the elements of culture including language, dress, food, shelter, and stories.</p>

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				Have a class discussion on how people in our class are the same and different.	
		I can describe how families are the same and different.		<p>Teacher will ask students questions about their families and write things about them on the board.</p> <p>Who was born in Utah? Who was born somewhere else? How many people are there in your family? Who celebrates Christmas? Kwanzaa? Hanukah? Halloween? Birthdays? Easter? Passover? What is your families' favorite meal/place to go eat? etc.</p> <p>Have students talk to one classmate and find one thing that is different about their family and one thing</p>	<p>a. Identify family members (immediate and extended).</p> <p>b. Explain family rules and routines.</p> <p>c. Describe family members' duties and responsibilities within the family.</p> <p>d. Share how families celebrate occasions such as birthdays and holidays.</p> <p>e. Explain how families change over time.</p> <p>f. Describe ways that families provide love, care, food, shelter, clothes, companionship, and protection.</p>

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				that is the same. Share some answers.	
Quarter 2	<p>Standard 2 Citizenship</p> <p>Students will recognize their roles and responsibilities of being a good citizen.</p>	I can show good ways to behave at home and in my classroom.	family consequence responsibility honesty courage respect patriotism leader environment safety symbol tradition holiday citizen friend hero mascot Pledge of Allegiance tribal leaders	<p>Teacher gives examples of good and bad behavior and students vote on what is good and what is bad, offering solutions to change bad behavior to good behavior.</p> <p>Each student will set one goal to show good behavior either at home or at school</p>	<p>a. Explain why families and classrooms have rules (examples of rules and consequences).</p> <p>b. Demonstrate positive relationships through play and friendship.</p> <p>c. Identify examples of individual honesty and responsibility.</p> <p>d. Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore as well as from everyday life (heroes from diverse cultures).</p> <p>e. Demonstrate respect for others, leaders, and the environment.</p>
		I can show ways to be safe at home and in my classroom.		Teacher will give examples of some situations students might encounter and students offer ideas as to how to be safe.	<p>a. Recite name, address and telephone number.</p> <p>b. Follow safety procedures for school emergencies (fire drill, earthquake, and intruder).</p>

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					<p>c. Recognize and explain common traffic symbols.</p> <p>d. Identify school personnel to whom students can go to for help or safety.</p> <p>e. Identify and articulate the purpose and role of authority figures (parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).</p>
		<p>I can explain how symbols and songs unite families and classmates.</p>		<p>Students will sing the songs the teacher decides they need to know (school song, happy birthday, Utah state song, any song about America). After singing, students will tell what the song refers to and why it is important to us. Teacher will show pictures of symbols and ask students to identify them. Students will tell teacher why these symbols are important to our school, our state, and our country.</p>	<p>a. Identify school systems and traditions (mascot, song, events).</p> <p>b. Recognize state and national symbols (state and national flags, bald eagle, seagull, Statue of Liberty).</p> <p>c. Learn and sing state and U.S. patriotic songs.</p> <p>d. Identify the people and events honored in Utah and U.S. commemorative holidays.</p>

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					<p>e. Know the words and meaning of the Pledge of Allegiance.</p> <p>f. Identify the rules and etiquette of citizenship (stand for the flag, hand over heart).</p>
Quarter 3	<p>Standard 3 Geography</p> <p>Students will use geographic terms and tools.</p>	I can describe things around me and things I see on maps.	<p>near/far left/right behind/in front up/down hill mountain ocean lake river road highway map globe north south east west land water home school</p>	<p>Teacher will describe things in the classroom and in the school, and telling where they are. Take a little walk throughout the school and make it a game. Students will identify them.</p> <p>After teaching students about maps and globes, teacher will describe where to find things and students will find them on the map.</p>	<p>a. Locate objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.</p> <p>b. Identify and describe physical features (mountain/hill, lake/ocean, river, road/highway).</p> <p>c. Make a simple map (home, home to school, classroom).</p>

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		I can tell why we use maps and globes.		After teaching students about maps and globes, teacher will describe where to find things and students will find them on the map.	<p>a. Identify maps and globes.</p> <p>b. Distinguish between land and water on maps and globes.</p> <p>c. Determine a location by using terms such as near/far, up/down, right/left.</p> <p>d. Identify cardinal directions on a map.</p>
Quarter 4	<p>Standard 4 Financial Literacy</p> <p>Students can explain how humans meet their <i>needs</i> in many ways.</p>	I can tell how people get their <i>wants</i> and <i>needs</i> met.	<i>needs</i> <i>wants</i> job money earn tools coins currency shelter	Teacher will make a large chart with two columns. After instruction on this subject, students choose a piece of paper with either a <i>want</i> or <i>need</i> written on it and decide in which column the item goes.	<p>a. Identify the difference between basic <i>wants</i> and <i>needs</i>.</p> <p>b. Explain that families have <i>needs</i> and <i>wants</i>.</p> <p>c. Describe how basic human <i>needs</i> such as food, shelter, and clothing can be met.</p>
		I can explain how people have jobs and earn money to get what they <i>need</i> .		Teacher will either show pictures of school helpers or take a little walk through the school identifying who our helpers are, and	<p>a. Identify the jobs in the home and in the school.</p> <p>b. Explain why people work (to earn money to buy the things that they <i>need</i> or <i>want</i>).</p>

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				<p>students can tell what they do. Students can then tell a classmate what job someone in their family does to get money for their family.</p>	<p>c. Describe different types of jobs that people do and the tools and equipment that they use. d. Recognize various forms of United States coins and currency.</p>

Social studies vocabulary that teachers should know and use: civic responsibility, culture, customs, democracy, patriotism, republic, traditions, tribal leaders (American Indian). Go to [Utah Education Network](#) to see more detail on these words and this curriculum.