



Kindergarten Social Studies

Curriculum Committee Members

Nichole Alexander, Jury- Instructional Guide
Melanie Davison, Brown-Principal
Rochelle Jordan, Larimore-Kindergarten Teacher
Alisa Richter, Larimore-Kindergarten Teacher
Colleen Beckerle, Interim Social Science Curriculum Coordinator

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: Kindergarten Social Studies

GRADE LEVEL: Kindergarten

CONTENT AREA: Social Studies

Course Description

Theme: Self, Family, and School

In Kindergarten, students engage in the study of themselves, their families, and their schools. They will learn how to participate and use effective citizenship skills. They will explore their families, their classrooms, and their schools through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their schools requires that students generate and research compelling questions in each unit of study.

(Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

Course Rationale

Social studies develops students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

Course Scope and Sequence

Unit 1:	Unit 2:	Unit 3:	Unit 4:
What is my role in my family and school?	What is "history" and how is the past different from the present?	How do citizens show patriotism? Why do we need maps and globes?	How do we make choices?
40 class periods	40 class periods	40 class periods	40 class periods

Course Materials and Resources

- Pearson, *MyWorld Interactive Social Studies*, Kindergarten, © 2019

Unit Objectives

Unit 1:

Students will be able to:

1. Identify reasons for making rules within the school.
2. Discuss the concept of individual rights.
3. Describe the character traits of role models within your family or school.
4. Explain how to resolve disputes peacefully in the classroom and on the playground
5. Label and analyze different social studies' sources with guidance and support from an adult.

Unit 2:

Students will be able to:

1. Create a personal history
2. Compare your family's life in the past and present.
3. Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
4. Share stories related to your family cultural traditions and family lore.
5. Describe how you and your family remember and commemorate your cultural heritage.
6. Use and analyze artifacts to share information on social studies topics.
7. Analyze information to use visual tools to communicate information.
8. Ask questions and find answers with assistance.

Unit 3:

Students will be able to:

1. Identify the flag as a symbol of our nation.
2. Recite the Pledge of Allegiance.
3. Identify maps as representations of real places.
4. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.
5. Differentiate legend symbols to map features.
6. Apply and explain positional words to locations within the classroom.
7. Describe the contributions of people typically studied in K-5 programs associated with national holidays.
8. Share findings about a social studies' topic.
9. Use artifacts to share information on social studies' topics.
10. Use visual tools to communicate information.
11. Ask questions and find answers with assistance.

Unit 4:

Students will be able to:

1. Describe why groups need to make decisions and how those decisions are made in families and classrooms.
2. Compare and contrast the roles and responsibilities of people in authority in families and in groups.
3. Describe examples of scarcity within your family and school.
4. Describe examples of opportunity cost within your family and school.

5. Describe examples of needs and wants within your family and school.

Essential Terminology/Vocabulary

Unit 1:

Character traits, citizen, dispute, family, role model, rules

Unit 2:

Characteristics, contributions, culture, history, traditions

Unit 3:

Contributions, globe, map, Pledge of Allegiance, symbol

Unit 4:

Needs, reuse, scarce, wants