

PUSD Social Studies District Instruction Guide (updated 11/6/19)

KINDERGARTEN SOCIAL STUDIES STANDARDS At-a-Glance

KINDERGARTEN: Children As Citizens			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
UNIT 1: Rules UNIT 2: Community	UNIT 6: Then & Now UNIT 5: Economics	UNIT 2: USA UNIT 4: Cultures	UNIT 3: Maps

Disciplinary Skills & Processes are to be taught throughout each Unit.

Ideas for implementing are listed at the end of each Unit.

K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

K.SP1.2 Explore how events of the past affect students' lives and community.

K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

K.SP3.1 With prompting and support, ask questions, and construct responses to content studied.

ADDITIONAL SOCIAL STUDIES RESOURCES:

[ARIZONA DEPARTMENT OF EDUCATION Resources](#)

[PUSD Resources](#)

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Grade Level: KINDERGARTEN	Time: QUARTER 1		
UNIT 1: Rules Students will identify and develop rules and laws that promote fairness and justice. Students will listen to and participate in the demonstration and identification of positive characteristics of citizens.	Essential Questions <ul style="list-style-type: none"> ❖ Why are rules and laws important? ❖ How can you be a good citizen? ❖ How do my actions change the way people think about me? 		
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p>K.C1.3 Compare one's own thoughts and opinions with those of others.</p> <p>K.C2.1 Describe roles and responsibilities of people in authority.</p> <ul style="list-style-type: none"> • Such as school personnel, family members, and community members. <p>K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p>K.C4.2 Explain why rules are important within the classroom and school.</p>	<ul style="list-style-type: none"> • I can state why rules and laws are important. • I can describe and show how to be a good citizen. • I can identify how my actions change the way others think about me. 	rule, law, authority, fair, responsibility, honesty, courage, respect, citizen	<p>KinderSocialStudies Curriculum UNIT 1: Rules Book: Rules</p> <p>Inquiry Based Lessons Rules (K.C1.2, K.C1.3, K.C4.2, K.SP3.1)</p> <p>ThinkLaw Early Elementary Volume 1</p>
Disciplinary Skills & Processes			
<p>Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)</p> <ul style="list-style-type: none"> • How were rules and laws different in the past than they are now? • Why do we have rules & laws? What events caused us to need rules & laws? • Brainstorm about how people in government or law enforcement might feel about their jobs. • Primary Source: AZ Constitution, US Constitution (Discuss the rules of our nation in student-friendly language.) • Brainstorm questions students still have about rules & laws. Discuss possible answers or ways to find answers. 			

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UNIT 2: Community Students will define the characteristics of a community.		Essential Questions <ul style="list-style-type: none"> ❖ What is a community? ❖ What is a community helper and why are they important? 	
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
<p>K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.</p> <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p> <p>K.C1.3 Compare one's own thoughts and opinions with those of others.</p> <p>K.C2.1 Describe roles and responsibilities of people in authority.</p> <ul style="list-style-type: none"> • Such as school personnel, family members, and community members. <p>K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p>K.C4.2 Explain why rules are important within the classroom and school.</p>	<ul style="list-style-type: none"> • I can identify, define and describe a community. • I can identify community helpers and state their importance. 	community, urban, suburban, rural, community helper	<p>KinderSocialStudies Curriculum UNIT 2: USA/Community</p> <p>Book: Community Helpers Book: Communities</p>
Disciplinary Skills & Processes			
<p>Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)</p> <ul style="list-style-type: none"> • Brainstorm questions about historical figures. Work together to research answers (nonfiction texts, BrainPop JR videos). • Compare & contrast community helpers of the past and the present. 			

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Grade Level: KINDERGARTEN	Time: QUARTER 2		
UNIT 6: Then & Now Students will compare events from the past with the present. Students will learn about the people of the past.	Essential Questions <ul style="list-style-type: none"> ❖ How can we compare and contrast life long ago to life today? What has remained the same from the past to the present? ❖ How did people of the past live? ❖ What makes the Wampanoag tribe special? 		
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
<p>K.H1.1 Compare one's own culture with the culture of others.</p> <ul style="list-style-type: none"> • Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations. <p>K.H4.1 Explain and explore the origins of key American symbols, traditions, and holidays.</p> <ul style="list-style-type: none"> • Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore. • Key traditions include but are not limited to the Pledge of Allegiance and National Anthem. • Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day. <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p>	<ul style="list-style-type: none"> • I can compare two items from long ago to today. • I can describe the similarity between things of the past and the present. • I can state facts about people of the past. • I can list details about the Wampanoag tribe. 	past, present, slate, shelter, electricity, communication, transportation, homemade, plastic, pioneer, prairie, plowing, well, trade, wetu, harvest	<p>KinderSocialStudies Curriculum UNIT 6: Then and Now Book: Pioneer Life Book: Then and Now: Homes Book: Then and Now: Schools Book: Then and Now: Games Book: The Wampanoag</p>
Disciplinary Skills & Processes			
<p>Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)</p> <ul style="list-style-type: none"> • Compare & contrast relevant topics in the past and the present (homes, schools, games, etc.). • Brainstorm ways that children's lives in the past were different from children's lives in the present. • Create a KWL (Know, Want to Know, Learned) chart with students' prior knowledge & questions about life in the past. 			
UNIT 5: Economics Students will differentiate between wants and needs and describe how they are fulfilled.	Essential Questions <ul style="list-style-type: none"> ❖ What is a want/need? ❖ How do people fulfill their wants and needs? 		

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Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
<p>K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.</p> <p>K.E2.2 Identify what one gains and gives up when they make choices.</p>	<ul style="list-style-type: none"> ● I can state the difference between wants and needs. ● I can describe how wants and needs are fulfilled. 	<p>economics, money, want, need</p>	<p>KinderSocialStudies Curriculum UNIT 5: Economics Book: All About Money</p> <p>Inquiry Based Lessons Needs and Wants (K.E2.1, K.E2.2, K.SP3.1)</p>
Disciplinary Skills & Processes			
<p>Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)</p> <ul style="list-style-type: none"> ● Compare & contrast goods and services from the past and the present. ● What events of the past may have caused changes to how we view goods and services today? ● Primary Source: Forms of currency from around the world. (Discuss how other currency relates to the American dollar.) 			

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Grade Level: KINDERGARTEN	Time: QUARTER 3		
UNIT 2: USA Students will identify and develop rules and laws that will promote fairness and justice.	Essential Questions <ul style="list-style-type: none"> ❖ What are the important symbols that represent American values? ❖ What is the pledge of Allegiance? 		
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
<p>K.H1.1 Compare one's own culture with the culture of others.</p> <ul style="list-style-type: none"> • Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations. <p>K.H4.1 Explain and explore the origins of key American symbols, traditions, and holidays.</p> <ul style="list-style-type: none"> • Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore. • Key traditions include but are not limited to the Pledge of Allegiance and National Anthem. • Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day. <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p>	<ul style="list-style-type: none"> • I can identify important American symbols. • I can recite the Pledge of Allegiance. 	pledge, vote, president, democracy, allegiance	<p>KinderSocialStudies Curriculum UNIT 2: USA/Community</p> <p>Book: United States Book: The President Book</p> <p>Inquiry Based Lessons Holidays (K.SP1.1.2, K.SP1.2, K.SP1.3, K.SP2.1, K.SP3.1, K.C1.2, K.C1.3, K.H1.1, K.H4.1)</p>
Disciplinary Skills & Processes			
<p>Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)</p> <ul style="list-style-type: none"> • How did we get the American Flag and other national symbols? • What events in the past caused America to adopt the government we have today? 			

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Grade Level: KINDERGARTEN		Time: QUARTER 4	
UNIT 3: Maps Students will identify maps and map features. Students will demonstrate how to read and build maps.		Essential Questions <ul style="list-style-type: none"> ❖ What is a map and how is it used? ❖ What features of a map help me to use it? 	
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. <ul style="list-style-type: none"> • Key concepts include but are not limited to graphing local weather and mapping the classroom. K.G1.2 Explore locations in stories shared. K.G2.1 Explain how water and weather impacts humans.	<ul style="list-style-type: none"> • I can state what a map is and how it is used. • I can identify map features and how they are helpful. • I can read a map and tell why to use a map. • I can construct a map of a familiar place. 	symbol, key compass, globe, map, continent, Climate, location, equator	KinderSocialStudies Curriculum UNIT 3: Maps Book: All About Maps
Disciplinary Skills & Processes			
Ideas for implementing the Skills & Processes Standards in this Unit... (Questions to Ask, Topics to Discuss, Primary & Secondary Sources) <ul style="list-style-type: none"> • Discuss the impact of maps in the present. How do maps of the present differ from maps of the past? • Primary Sources: Maps of the past • How would present-day maps have been helpful to various people of the past? • How are maps used today? 			
UNIT 4: Cultures Students will describe and identify stories and traditions from multiple cultures. Students will compare aspects of multiple cultures.		Essential Questions <ul style="list-style-type: none"> ❖ How are other cultures different than my own? ❖ How can I use information about other cultures to become more understanding? ❖ How can I compare cultures? ❖ What is important to my culture? 	
Standards	Objectives (I Can Statements)	Key Vocabulary	Resources/Assessments
K.H1.1 Compare one's own culture with the culture of others. <ul style="list-style-type: none"> • Key cultures include those in the classroom, 	<ul style="list-style-type: none"> • I can state how other cultures are different than my culture. 	culture, tradition, customs,	KinderSocialStudies Curriculum UNIT 4: Cultures

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<p>community, and one of Arizona's 22 Indian Nations.</p> <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p>	<ul style="list-style-type: none"> I can use information about other cultures to be more understanding. 	<p>multiculturalism</p>	<p>Book: Cultures</p> <p>Inquiry Based Lessons Holidays (K.SP1.1.2, K.SP1.2, K.SP1.3, K.SP2.1, K.SP3.1, K.C1.2, K.C1.3, K.H1.1, K.H4.1)</p> <p>ThinkLaw Early Elementary Volume 2</p>
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Disciplinary Skills & Processes

Ideas for implementing the Skills & Processes Standards in this Unit...
 (Questions to Ask, Topics to Discuss, Primary & Secondary Sources)

- Brainstorm questions about different cultures around the world, as well as ways to research answers to those questions.
- Primary Sources: Photographs & music from various cultures (as listed in KinderSocialStudies Lesson Plans & printable book).
- Compare & contrast your own culture with that of another group. (clothing, homes, arts, food, toys, folktales, & traditions)