

Williamsville Central School District

Discipline Social Studies
Course/Grade Kindergarten: Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Children's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs and traditions through folktales, legends, music, and oral histories. In addition, children's relationships with others in the classroom and school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **History**
 - Have you changed over time?
- **Culture**
 - Are you like other people?
- **Geography**
 - Do people need maps?
- **Economics**
 - Do you need help from other people?
- **Government**
 - Are rules important?
- **Civics, Citizenship**
 - Are you a good friend?
 - Do you respect the American flag?

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs & Wants</u>	I	R	R	R	R	R	R
<u>Places & Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment & Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People & Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

Williamsville Central School District
 Kindergarten Social Studies Curriculum

Concept	K	1	2	3	4	5	6-12
<u>Science & Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept
 R= Reinforce Concept

K-12 Social Studies Concepts – History

Belief System	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
Conflict	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
Change	involves the basic alterations in things, events, and ideas.
Choice	means the right or power to select from a range of alternatives.
Culture	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
Diversity	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
Empathy	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Identity	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
Interdependence	means reliance upon others in mutually beneficial interactions and exchanges.
Imperialism	means the domination by one country of the political and/or economic life of another country or region.
Movement of People and Goods	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
Nationalism	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
Urbanization	means movement of people from rural to urban areas.

K-12 Social Studies Concepts – Geography

The World in Spatial Terms	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
Places and Regions	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Physical Systems	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Human Systems	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
Environment and Society	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
The Uses of Geography	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
Environment	means the surroundings, including natural elements and elements created by humans.

K-12 Social Studies Concepts - Economics

Needs and Wants

refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).

Economic Systems

include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production

are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).

Scarcity

means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology

means the tools and methods used by people to get what they need and want.

K-12 Social Studies Concepts - Civics, Citizenship, and Government

Justice	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
Nation-state	means a geographic/political organization uniting people by a common government.
Citizenship	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
Political Systems	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Power	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
Government	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
Decision Making	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
Civic Values	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Human Rights	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

Kindergarten: Self and Others

Learning Standards 1 and 2: New York State, United States, and World History

Essential Questions

- **History:** Have you changed over time?
- **Culture:** Are you like other people?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Myself and others</p> <ul style="list-style-type: none"> • My physical self includes gender, ethnicity and languages. • Each person has needs, wants, talents and abilities. • Each person has likes and dislikes. • Each person is unique and important. • People are alike and different in many ways. • All people need others. • All people need to learn and learn in different ways. • People change over time. • People use folktales, legends, music and oral histories to teach values, ideas, traditions. <p>My family and other families</p> <ul style="list-style-type: none"> • My family and other families are alike and different. • Different people live in my neighborhood. 	<ul style="list-style-type: none"> • recognize that individuals and families are unique and important, taking into consideration the following areas: likes and dislikes, needs and wants, abilities, skills, interests, feelings, physical self, gender, ethnicity and language. • share and compare information about the similarities and differences within families including, when appropriate, varied situations such as: adopted children, foster children, single-parent families, divorced families, remarried families. • give one example of how people need each other. • give one example of why people need to learn and how they learn in different ways (for example: learning from parents, grandparents, siblings, neighbors, community members, teachers, etc.) • show ways in which he/she or his/her family has stayed the same and changed over time through 	<ul style="list-style-type: none"> • adoption • change • different • dislikes • divorced • family • feelings • foster • friends • friendships • future • holidays • home • likes • married • older • past • present • remarried • same • single-parent • special • younger

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>abilities, interests, relationships, environment.</p> <ul style="list-style-type: none">recall folktales, legends, music and oral histories practiced by him/herself and other groups of people that teach values, ideas and traditions.	

Kindergarten: Self and Others
Learning Standard 3: Geography

Essential Questions

- **Geography:** Do people need maps?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>My school and school community</p> <ul style="list-style-type: none"> • What is school? <p>My neighborhood</p> <ul style="list-style-type: none"> • My neighborhood can be located on a map. Location of home, school, neighborhood and community on maps and globes. • Land and water masses can be located on maps and globes. • The United States can be located on a map and a globe. 	<ul style="list-style-type: none"> • locate areas of their classroom in relation to themselves by using and demonstrating the terms: next to, far, near, beside, in front of, behind, under, over, above, below, right, left. • use a map of a school building, a local neighborhood and/or school map to show how to get from one place to another. • locate areas in the vicinity of the school property (for example: playground, main entrance, parking lot) in relation to his/her classroom using the grade kindergarten Geography vocabulary. • state the difference between a map and a picture (for example: a picture of a city street and a map of a city street). • identify the globe as a representation of the earth. • locate land and water on a globe and world map. 	<ul style="list-style-type: none"> • behind • below • beside • corner • down • earth • fall/autumn • far • globe • in • in between • in front of • land • left • map • near • next to • out • over • right • road • seasons • sign • signal • spring

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • locate the United States on a globe and map. • identify and use the following community symbols: stop sign, one-way arrow, flashing bus lights, traffic lights: red, green, yellow; handicapped. • explain ways his/her life styles (jobs, clothing, recreation, transportation, celebrations) are influenced by each seasonal climatic pattern found in Western New York. • explain the passage of time through seasons and/or holidays. 	<ul style="list-style-type: none"> • street • summer • under • up • water • weather • winter

Kindergarten: Self and Others
Learning Standard 4: Economics

Essential Questions

- **Geography:** Are urban, suburban and rural communities in the United States different from each other?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Basic human needs and wants</p> <ul style="list-style-type: none"> • People define basic human needs and wants. • Families have needs and wants. <p>People helping one another to meet needs and wants (e.g., recycling and conservation projects)</p> <ul style="list-style-type: none"> • People rely on each other for goods and services in families, schools and the neighborhood. • People make economic decisions and choices. 	<ul style="list-style-type: none"> • recall the basic human needs of food/water, air, clothing/shelter and caring. • explain ways that he/she could earn money to satisfy his/her needs and wants. • identify and explain the roles performed (goods and services provided) by all the specific community helpers listed in the kindergarten Economics vocabulary. • identify all members of his/her immediate family and their responsibilities. • explain different ways that he/she can spend money. 	<ul style="list-style-type: none"> • buy • cash • choice • community helpers <ul style="list-style-type: none"> ○ baby-sitter ○ bus driver ○ cafeteria worker ○ custodian ○ doctor ○ firefighter ○ librarian ○ mail carrier ○ nurse ○ police officer ○ principal ○ sanitation worker ○ secretary ○ teacher ○ teacher aide • earn • hospital

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
		<ul style="list-style-type: none">• money• needs• save• share• shopping mall• signs• supermarket/grocery store• wants

Kindergarten: Self and Others

Learning Standard 5: Civics, Citizenship, and Government

Essential Questions

- **Government:** Are laws important?
- **Civics, Government:**
 - Are you a good friend?
 - Do you respect the American flag?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Symbols of citizenship</p> <ul style="list-style-type: none"> • Citizenship includes an awareness of the symbols of our nation. • Citizenship includes an understanding of the holidays and celebrations of our nation. • Citizenship includes knowledge about and a respect for the flag of the U.S. of America. <p>Rights, responsibilities and roles of citizenship</p> <ul style="list-style-type: none"> • All children and adults have responsibilities: home, school, classroom and community. • People have responsibilities as members of different groups at different times in their lives. <p>People making and changing rules and laws</p> <ul style="list-style-type: none"> • Rules affect children and adults. • People make and change rules for many 	<ul style="list-style-type: none"> • name the 3 colors of the American flag and be aware of the symbolism associated with the stars and stripes. • demonstrate a basic knowledge of the following events through a variety of ways such as: role playing, drawing chart stories, illustrations in booklet form, or oral explanation of each event; Columbus Day, Veterans' Day, Election Day, Thanksgiving Day, Martin Luther King Jr.'s Day, Lincoln's Birthday, Washington's Birthday, Conservation (Earth) Day, Memorial Day, Flag Day, Independence Day. • explain his/her responsibilities and attitudes toward our national symbols (for example: proper standing posture while pledging the flag, singing the National Anthem and/or other patriotic songs). 	<ul style="list-style-type: none"> • behavior • community • election • family • flag • group • health • hospital • member • National Anthem • neighborhood • patriotic • pledge • Pledge of Allegiance • responsibilities • rules • safety • school • school community

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>reasons.</p> <p>People making rules that involve consideration of others and provide for the health and safety of all</p> <ul style="list-style-type: none"> 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"> identify, share and compare after a group discussion, his/her responsibilities at home, in the classroom and in the community. discuss the rules and job positions which are necessary within the school environment (classroom helpers, cafeteria, playground, bus). give an example of how a rule has changed over time. give an example of how rules are important in order to govern and protect. 	<ul style="list-style-type: none"> stand at attention stars stripes symbol vote