

Brookline Social Studies Learning Expectations for Kindergarten

I. Overview: Living, Learning, and Working Together

In Kindergarten Social Studies students will begin by learning about their own families and those of classmates. Throughout the year students will investigate the symbols, traditions, and histories of national and religious holidays. Students will commence their study of economics by exploring the production of goods and services in their immediate surroundings. They will also be introduced to such basics of geography as maps, directionality, fundamental physical features, and lifestyles in other places. Students will practice civics by means of classroom community building, i.e. rule making, problem-solving, sharing, and voting. Students will also be introduced to narratives about historical events and people so as to develop an awareness of the differences and similarities between now and long ago.

II. Big Ideas

Family

There are many different kinds of families.
Family members have jobs at home and in the community
Family members take care of each other.

National and Religious Holidays

Children are members of families, religious communities, towns and nations that have symbols, traditions, and histories.

Beginning Economics

In our community people work and earn money.
Consumers buy things and producers make things.
The goods and services we use help us live and work.

Introduction to Geography

The five themes of geography (i.e. location, place, human-environmental interaction, movement, and region) help us locate ourselves and others in the world.

Classroom Civics

Children and grown-ups in the classroom can organize themselves into a community so it is a safe and happy place to learn and work.

Stories about Historical Events and People

Long ago people lived differently in such ways as how they got their food, what they wore, how they had fun, and how they organized themselves.

III. Essential Questions

Family

Who is in my family?
What jobs do my family members do in my home and community?

National and Religious Holidays

What holidays and festivals are important to the children in our class?

Who is our current President?

What is the American flag and what does it represent?

Beginning Economics

What goods and services are provided by the people in our community?

Why do people work?

What kinds of jobs do people do to earn money to buy things they want and need?

What do people do with the money they earn?

Introduction to Geography

What do maps and globes tell us and why do we use them?

Where do I live?

What kinds of families and traditions do people in other cultures have?

Classroom Civics

What is a classroom community and how does it help us?

What are rules and why do we need to follow them?

Stories about Historical Events and People

How are our lives different now compared to those of people who lived long ago?

IV. Content Learning Expectations By Topic

Family

Students will:

- Recognize that families share similarities and differences.
- Encounter the many diverse family structures around the world.
- Identify reasons why people live in families.
- Give examples of rules that govern family members within the home and tell why parents and adults make rules for children.
- Recount how people in families can work to meet special needs of family members (infants, elderly, handicapped).
- State ways families can prevent waste of energy in the home.
- Describe the responsibilities and jobs of family members and their contribution to the family unit.
- Locate on a globe or map the nation from which their family originally came.
- Explore how families express their cultures through celebrations, rituals and traditions.

National/Religious Holidays

Students will:

- Identify and describe the events and people during US national holidays and why we celebrate them.
- Be introduced to the following American symbols:
 - a) The American flag, its colors and shapes;
 - b) The melody of the national anthem;

- c) The picture and name of the current president;
- d) The words of the pledge of allegiance.
 - State different points of view on some holidays (e.g. Columbus Day, Thanksgiving).
 - Report the cultural and religious backgrounds of classmates.
 - Summarize religious and secular festivals and traditions in other cultures.

Beginning Economics

Students will:

- Define and identify goods and services provided in the school and community and give examples of choices people have to make between different goods and services.
- Explain that some goods and services we use are provided by the community (e.g. schools, police, etc).
- Define price as the amount of money that people pay when they buy a good or service.
- Paraphrase that in an exchange people trade goods and services for other goods and services or money.
- Identify saving as a way to accumulate money for a future purpose.
- Give examples of different kinds of jobs that people do, including the work they do at home.
- Explain why people work.
- Give examples of things people buy with the money they earn.

Introduction to Geography

Students will:

- Define what a map is and what a globe is and recognize them as pictorial representations of nearby/far-away places.
- Develop the ability to use mental maps to recreate and/or make models of familiar places (e.g. the classroom, a student's bedroom, etc).
- Begin to locate countries of origin from the classroom population and gain experiences from family members.
- Employ directional language to describe their surroundings at home and at school (e.g. up, down, near, far, left, right, around, back, straight, etc).
- Identify/state their home address including street, city, and state.
- Use appropriate vocabulary to identify major land forms and bodies of water (e.g. continent, ocean.)

Classroom Civics

Students will:

- Describe family or community members who promote the welfare and safety of children and adults.
- Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority and explain how the characters in the stories show these good "citizenship" qualities.
- Repeat steps for making personal decisions and how those decisions impact others.
- Explain that being a good citizen involves following rules, such as sharing and taking turns, and know the consequences of breaking them.

- Participate in creating rules for the classroom and describe the differences between rules at home and rules at school and why they need to be different.
- Employ the process of voting in the classroom.

Stories about Historical Events and People

Students will:

- Identify important historical figures and events through age appropriate non-fiction literature.
- Recognize how people lived in earlier times and how their lives would be different today (e.g. getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
- Demonstrate the correct use of chronological language (e.g. yesterday, today, tomorrow) when discussing important events in their own lives and in the classroom.

V. Skill Learning Expectations by Domain

A. Study Skills by Category

Investigation Skills

Students will:

- Use the classroom community as a resource.
- With teacher aid, collect information from text.

Organization Skills

Students will:

- Use sequential actions, such as first, next, last, in stories to describe personal experiences.
- Use a map to locate places.

Comprehension Skills

Students will:

- Use correctly the word *because* in the context of stories or personal experiences.
- Use basic text features.

Presentation Skills

Students will:

- Tell or show what a map is and what a globe is.
- Make a narrative account, using target vocabulary, such as jobs, money, buying, and selling.

B. Thinking Skills by Category

Historical Thinking Skills

Students will:

- Sequence events in the student's own life and in the classroom.
- Identify similarities and differences between now and long ago.

Analytical Thinking Skills

Students will:

- Classify the various jobs that people in the community/family members do
- Identify the similarities and differences between persons, places, things, and events using concrete criteria.

Organizational Thinking Skills

Students will:

- Plan a sequence of actions.
- Summarize basic information that has been read, heard or observed.

Critical Thinking Skills

Students will:

- Recognize the various individuals or cultures represented in the classroom and practice taking their points of view.
- Distinguish the difference between make believe and real world events.