

**SOCIAL STUDIES INSTRUCTIONAL GUIDE**

**Kindergarten: Myself & My Classroom**

**KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom**

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## KINDERGARTEN SOCIAL STUDIES: *Myself and My Classroom*

### **Purpose of this Instructional Guide**

The purpose of this guide is to give teachers a broad vision of the overall social studies content for kindergarten while also making specific suggestions of methods to both teach and assess particular social studies standards aligned to the content of the course.

### **Overview of Kindergarten Social Studies**

In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student’s interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

### **Guiding Social Studies Education Philosophies**

#### **NATIONAL** *from the National Council for the Social Studies (NCSS):*

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

#### **STATE** *from the Office of Superintendent of Public Instruction (OSPI):*

Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. Social studies equips students to understand their own power and their own responsibility as citizens of the world’s most powerful democracy. It equips them to make sound judgments and to actively contribute to sustaining a democratic society, to good stewardship of the natural environment, and to the health and prosperity of their own communities.

#### **DISTRICT**

Teachers of social studies in the Evergreen Public Schools should consider themselves teachers of broad social studies concepts and skills reflected in the state grade level expectations (GLEs) who use a particular content to teach these broader concepts and skills. An understanding of the factors that cause conflict within and between nations is more important than memorizing the details of every major war. This does *not* mean that content is unimportant but it does mean that some content must be covered in a cursory manner to ensure that a depth of study can take place that enables students to develop an understanding of broad social studies concepts as well as develop social studies skills such as critical reasoning, analysis of information and deliberation of positions.

## KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom

# Kindergarten Social Studies GLEs & Priority Standards

*NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.*

## EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

- **1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**
  - 1.1.1: Ideals and principles
    - Understands the key ideal of justice and fairness within the context of the classroom community.  
*Example: Explains that there are rules to follow in the classroom and on the playground.*
  - 1.1.2: Application of ideals and principles
    - Applies the key ideal of justice and fairness when making decisions in the classroom or on the playground.  
*Example: Uses classroom rules when making choices about behavior in the classroom and on the playground.*
- **1.2: Understands the purposes, organization, and function of governments, laws and political systems.**
  - 1.2.1: Structure of government
    - Remembers the people who make and carry out rules in the classroom and school.  
*Example: Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.*
  - 1.2.2: Forms of government
    - Understands the purpose of rules in the classroom and school.  
*Example: Explains that playground rules are important so everyone is safe.*

## EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

- There are no economics GLEs for kindergarten.

## EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

- There are no geography GLEs for kindergarten.

## KINDERGARTEN SOCIAL STUDIES: *Myself and My Classroom*

# Kindergarten Social Studies GLEs & Priority Standards

*NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.*

## EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

- **4.1: Understands and creates family timelines to show events in a sequential manner.**
  - 4.1.1: Chronology
    - Understands and creates timelines to show personal events in a sequential manner.  
*Example: Creates and explains an individual timeline that shows personal events over time.*

## EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

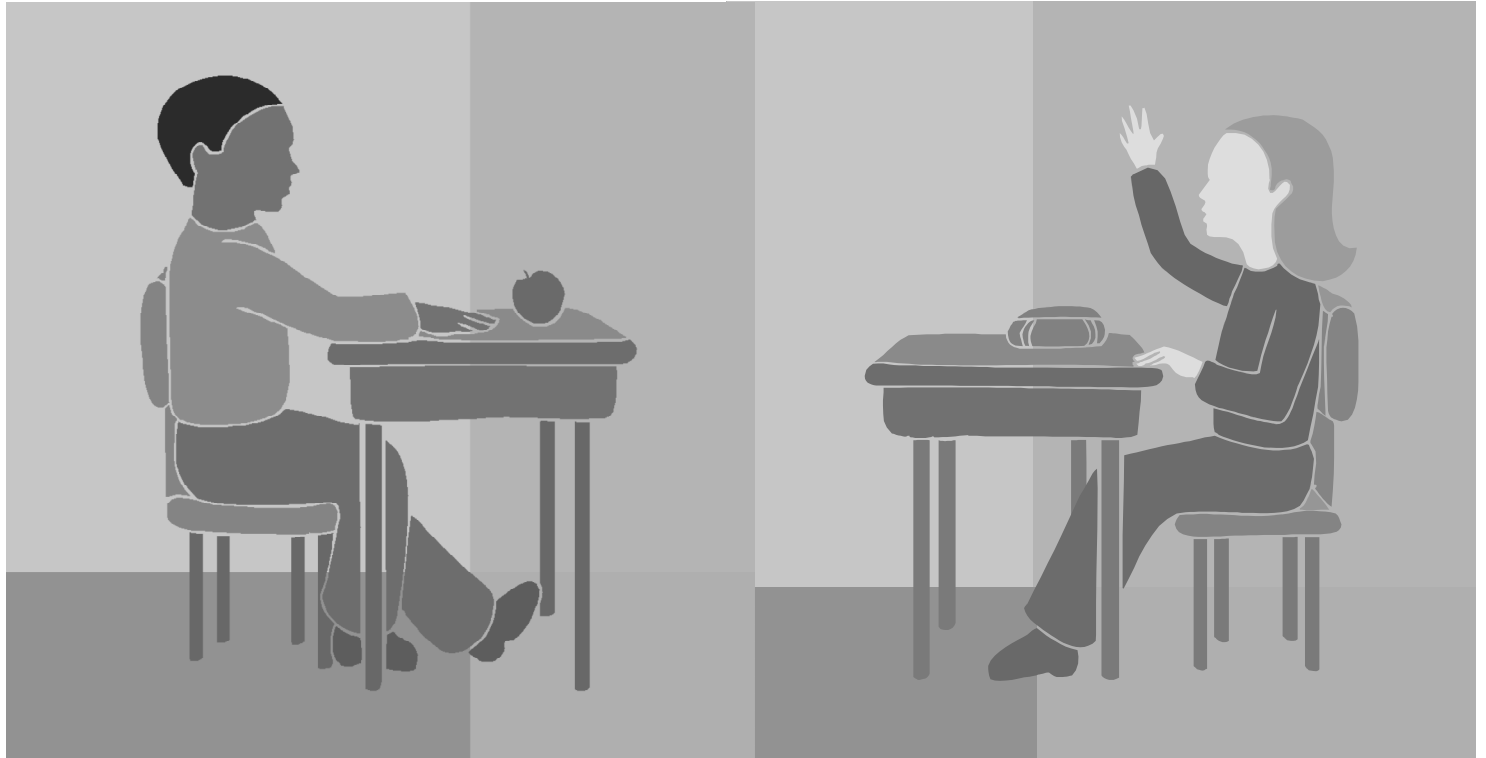
- **5.1: Uses critical reasoning skills to analyze and evaluate positions.**
  - 5.1.1: Understands reasoning
    - Understands one's point of view.  
*Example: Explains one's point of view on a playground rule.*
  - 5.1.2: Evaluates reasoning
    - Evaluates the fairness of one's point of view.  
*Example: Determines how to share playground equipment fairly.*
- **5.2: Uses inquiry-based research.**
  - 5.2.1: Forms questions
    - Understands how to ask questions about the classroom and school community.  
*Example: Brainstorms questions about people who work at the school.*
- **5.3: Deliberates public issues.**
  - 5.3.1: Deliberation
    - States own viewpoints and listens to viewpoints of others.  
*Example: States one's viewpoint on following classroom rules and listens to the viewpoints of classmates and teacher.*
- **5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
  - 5.4.1: Creates position and product
    - Retells and explains personal history.  
*Example: Retells a sequence of events that have happened over time.*

# Myself and My Classroom Unit Outlines

- **Myself**
- **My Classroom**

## Unit Outlines

While the content of each unit is required as expressed above, the unit outlines (pgs. 6-8) are not meant to be used as a step by step, sequential guide. They align grade level expectations (GLEs) with content that could be used to address the GLE as deemed appropriate by the teacher.



## KEY:

**Priority GLE:** A grade level expectation (GLE) selected by the district as one to highlight and focus on during the scope of the course.

**KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom**

# Myself

**Unit Guiding Question:**

- What do I think about things?
- What is my story?

| Content                    | Grade Level Expectation   | Vocabulary                 | Instructional Suggestions   | Resources  | Assessment Suggestions  |
|----------------------------|---|----------------------------|---|--|---|
| <b>Things I Like</b>       | <b>Social Studies Skills 5.1.1 Understands Reasoning</b><br>Understands one’s point of view.                                      | Point of view              | <b>Essential Question:</b> What do I think about things?<br><br><b>Discussion prompt:</b> What is your favorite dessert? Why is it your favorite?   | <i>Celebrate Reading K</i><br>Unit 4, sect. 1: <i>Pick a Pet</i><br><br><i>Growing with Mathematics: Getting Started: Favorite Colors</i><br>Pgs. 22-23<br><br><i>Growing with Mathematics: Getting Started</i><br><i>Our Favorite Food Class Book</i><br>Pg. 33<br><br>Bookroom Books:<br><i>I Am; In the Shopping Cart; I Like; Lunch; We Like to Play</i> | Explain one’s point of view about a favorite book, game, character, movie, etc.   |
| <b>Events in My Life</b>   | <b>Priority GLE History 4.1.1 Chronology</b><br>Understands and creates timelines to show personal events in a sequential manner. | Event                      | <b>Essential Question:</b> How can a timeline be used to tell people information about your life?<br><br><b>Discussion prompt:</b> Make a list of things that have happened in your life (lost a tooth, got a pet, became a brother or sister, etc.). | <i>Growing with Mathematics: Getting Started Time Capsule</i><br>Pgs. 18, 19, 21, 25, 29, 31, 33<br><br><i>Growing with Mathematics: Getting Started: Weekdays and Weather</i><br>Pgs. 28, 32<br><br><i>MathLand Guidebook K: Time on a Line</i><br>Pg. 7  | Create and explains an individual timeline that shows personal events over time.<br><br>Create and explains a classroom timeline to show major events over a school day, school week, or school year. |
| <b>My Personal History</b> | <b>Social Studies Skills 5.4.1 Creates Position &amp; Product</b><br>Retells and explains personal history.                       | Personal history<br>Retell | <b>Essential Question:</b> What is the story of your life?<br><br><b>Discussion prompts:</b> What are the three most important events of your life so far?<br>When I was a baby I....<br>Now that I am older I....                                    | <i>MathLand Guidebook K: Project 1: Story of My Life</i><br>Pgs. 12-21<br><br><i>Celebrate Reading K</i><br>Unit 1, sect. 1: <i>All About Me</i><br><br>Bookroom Book:<br><i>Look At Me; Me</i><br><br><i>Butterflies and Moths</i><br>Safari Montage video  | Retell a sequence of events that have happened over time.<br>Explains physical changes over time.   |

**KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom**

# My Classroom

**Unit Guiding Question:**

- How can we work together?
- How is my point of view different from others?
- What rules are there in our classroom community
- Why do we have them?

| Content   | Grade Level Expectation  | Vocabulary  | Instructional Suggestions   | Resources   | Assessment Suggestions  |
|---|--|---|---|---|---|
| <b>Purpose of Rules</b>                         | <b>Priority GLE</b><br><b>Civics 1.2.2</b><br><b>Forms of Government</b><br>Understands the purpose of rules in the classroom and school.      | Rule  | <b>Essential Question:</b> Why do we have rules?<br><br><b>Discussion prompts:</b> What is a rule that you don't like?<br>What is a rule that you think we should have?<br>How are the rules at home like the rules at school?<br>How are the rules at home different from the rules at school? | <i>Playground Rules</i><br><a href="http://www.thelearningfederation.edu.au/for_teachers/sample_learning_materials/tm_-_early_years.html?showcaseObjectID=2143">http://www.thelearningfederation.edu.au/for_teachers/sample_learning_materials/tm_-_early_years.html?showcaseObjectID=2143</a><br><br><i>Safety Awareness</i><br>Safari Montage video | Explains that classroom rules are important so everyone can learn.<br>Explains that playground rules are important so everyone is safe.   |
| <b>Different Points of View in My Classroom</b> | <b>Priority GLE</b><br><b>Social Studies Skills 5.3.1</b><br><b>Deliberation</b><br>States own viewpoints and listens to viewpoints of others. | Point of view   | <b>Essential Question:</b> Why is it important to listen to the points of view of others?<br><br><b>Discussion prompt:</b> Why do people sometimes get into arguments?  | <i>Bird's Eye View or Worm's Eye View?</i><br><a href="http://harcourtschool.com/activity/birdorworm/birdorworm.html">http://harcourtschool.com/activity/birdorworm/birdorworm.html</a><br><br>Bookroom Book:<br><i>In Our Classroom</i><br><br><i>Safety Awareness</i><br>Safari Montage video   | State own viewpoint on following classroom rules and listens to the viewpoints of classmates and teacher.<br><br>State own viewpoint on fairness and listens to the viewpoints of classmates and the teacher. |
| <b>The People at School</b>                     | <b>Civics 1.2.1</b><br><b>Structure of Government</b><br>Remembers the people who make and carry out rules in the classroom and school.        | Librarian<br>Principal<br>Rule<br>Secretary<br>Student<br>Teacher | <b>Essential Question:</b> Who makes the rules for the class?<br><br><b>Discussion prompt:</b> Who should make school rules? Why?   | <i>Celebrate Reading K</i><br>Unit 2, sect. 3:<br><i>What People Do</i>   | Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.  |

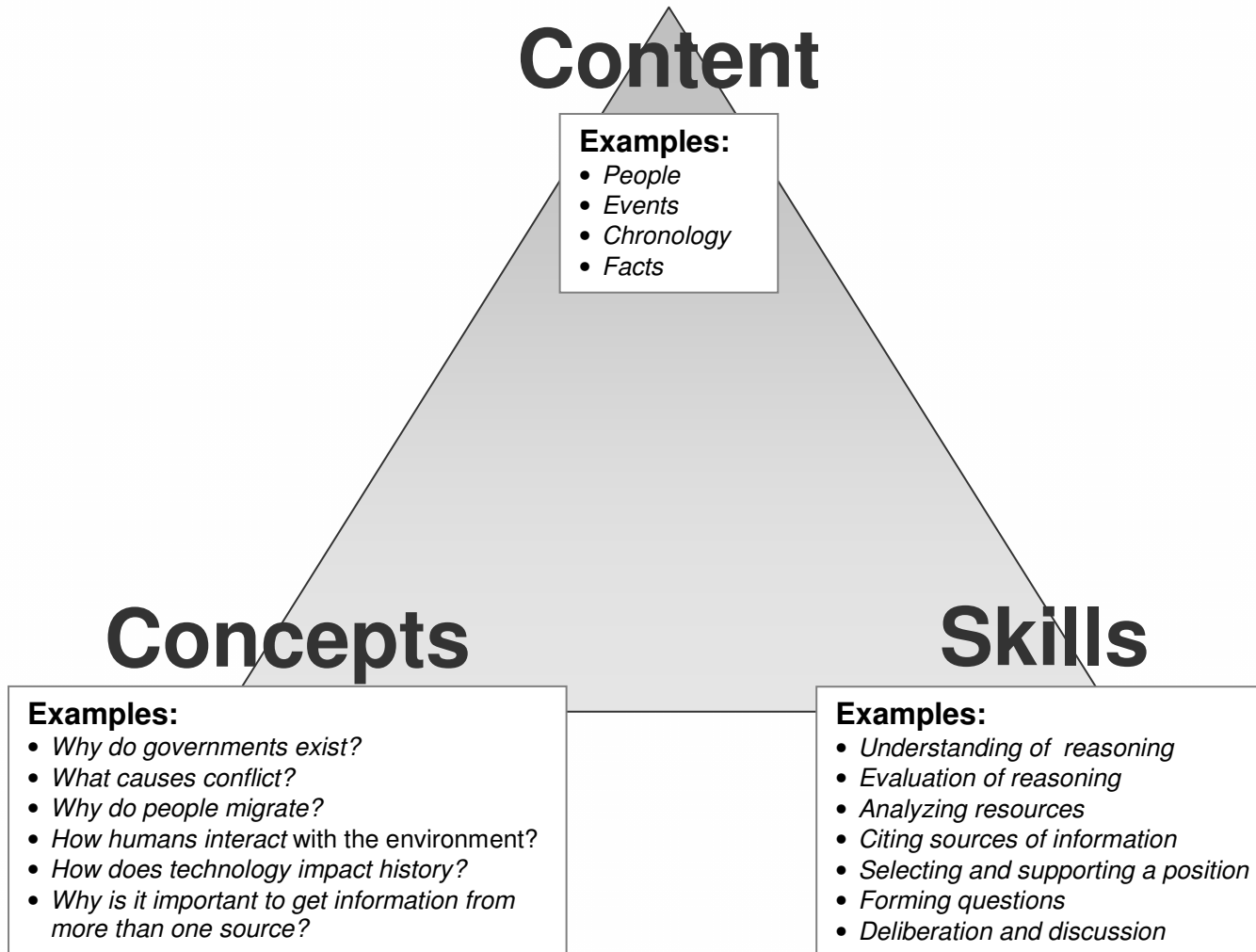
**KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom**

**My Classroom**

| Content  | Grade Level Expectation  | Vocabulary | Instructional Suggestions   | Resources  | Assessment Suggestions  |
|--|--|------------|---|--|---|
| <b>Fairness</b>                                    | <p><b>Priority GLE</b><br/> <b>Civics 1.1.1</b><br/> <b>Ideals &amp; Principles</b><br/>                     Understands the key ideals of justice and fairness within the context of the classroom community.</p> <p><b>Civics 1.1.2</b><br/> <b>Application of Ideals &amp; Principles</b><br/>                     Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.</p> <p><b>Social Studies Skills 5.1.2</b><br/> <b>Evaluates Reasoning</b><br/>                     Evaluates the fairness of one’s point of view.</p> | Fair       | <p><b>Essential Question:</b> What does it mean to be fair?</p> <p><b>Discussion prompts:</b> What are some examples of being fair?<br/>                     What are some examples of not being fair?<br/>                     How can we make sure we are being fair?</p> | <p><i>Fairness/Justice</i><br/> <a href="http://www.goodcharacter.com/pp/fairness.html">http://www.goodcharacter.com/pp/fairness.html</a></p> <p><i>It’s Not Fair</i><br/> <a href="http://pbskids.org/wayback/fair/index.html">http://pbskids.org/wayback/fair/index.html</a></p> <p><i>Enemy Pie</i><br/>                     Safari Montage video</p> | <p>Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.</p> <p>Use the classroom rules when making choices about behavior in the classroom and on the playground.</p> <p>Use the ideal of fairness when sharing classroom supplies and playground equipment.</p> <p>Determine one’s point of view about a playground rule based on how fair it is to oneself and others.</p> |
| <b>Learning About the Classroom and the School</b> | <p><b>Priority GLE</b><br/> <b>Social Studies Skills 5.2.1</b><br/> <b>Forms Questions</b><br/>                     Understands how to ask questions about the classroom and school community.</p>   |            | <p><b>Essential Question:</b> How can asking questions help me learn about the classroom and the school?</p> <p><b>Discussion prompt:</b> What are some questions you could ask to learn about our classroom and school?</p>  | <p><i>Growing with Mathematics: Getting Started Boys and Girls Graph</i><br/>                     Pgs. 30-31</p>   | <p>Brainstorm questions about playground rules.</p> <p>Brainstorm questions about people who work at the school.</p>  |

# The Social Studies Instructional Triangle

Social studies instruction generally includes three basic components: Content, concepts and skills. Teachers must find a way to balance their instruction so that no one element dominates. If content is the sole focus at the expense of students not developing enduring understandings of broad social studies concepts or if skills are focused on to the exclusion of addressing grade-level content, then the triangle is unbalanced. Focusing instruction on the social studies Grade Level Expectations is one way of ensuring a degree of balance.



## **Best Practices in Social Studies**

### **Philosophy of Social Studies Instruction**

Social Studies teachers should consider themselves teachers of broad social studies concepts and skills that use a particular content to teach these broader concepts and skills, not only a “Washington State History teacher” or “World History teacher” or “US History teacher”.

### **In Depth Study Versus cursory Coverage**

Learning the broad concepts is more important than memorizing details. For instance, understanding the factors that cause conflict between two parties is more important than knowing the details of the Battle of Bunker Hill or even that there was a battle with that name.

### **Making Connections**

Social Studies teachers should help their students see the connections between history, the contemporary world, and the students’ lives.

### **Inquiry**

Students should have opportunities for inquiry and problem solving about significant historic and modern issues. In addition, students should have some measure of choice in some inquiry activities.

### **Group Process Skills**

Students should have opportunities to practice participation and presentation skills. Social studies should involve students in observing, discussing, and debating to ensure their active participation in learning.

### **Literacy Integration**

Social studies students should have ample opportunities to read for information and use that information to take a position in writing.

### **Global Awareness**

Students should increase knowledge and awareness of global issues, ethnic groups, and religious groups to help them understand the environment that surrounds them locally, nationally and internationally and the multiple perspectives therein.

### **Critical Thinking**

Social studies teaching should involve exploration of open questions that challenge students’ thinking. They should be given questions to struggle with, not just answers.

### **Evaluation**

Social studies evaluation should reflect the importance of students’ thinking rather than just rewarding the memorization of facts. For example, can the student create an alternative perspective on an issue? Can she recognize bias? Can he tell the difference between fact, opinion, and reasoned argument? Can she understand and use information in a map, graph, or table?

### **Lectures**

While lecturing has its place in the social studies classroom, it should not be the dominant method of instruction used.

### **Use of Texts**

Social studies teachers should not start at chapter one of the adopted text and get through as many chapters as possible by the end of the year. The text should be used as a resource. The teacher needs to determine the parts of the text to use to teach a particular lesson or unit. In addition, at times other resources should be available to students that challenge or expand on the material in the text so they will understand that it is important to go beyond a single source to understand events.

**KINDERGARTEN SOCIAL STUDIES: Myself and My Classroom**

## Kindergarten Grade Reading GLEs and Social Studies

*Because elementary teachers have so much to teach in too little time there is a need to integrate whenever possible. To that end, the following is a list of reading standards that could align well with social studies instruction. Boldface has been added to clarify and/or highlight possible cross-curricular connections.*

### Reading 1.3: Build vocabulary through wide reading.

#### 1.3.1: Understand and apply new vocabulary.

- Use oral vocabulary gained through listening to a variety of read alouds from **informational/expository text** and literary/narrative text, including **text from a variety of cultures and communities**.

### Reading 2.1: Demonstrate evidence of reading comprehension.

#### 2.1.3: Understand that some parts of text are more important than others.

- Identify important parts of **informational/expository text** and literary/narrative text in a group discussion.

### Reading 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

#### 2.3.1 Understand similarities and differences within and between literary/narrative text and informational/expository text.

- **Identify common information** about a topic within and between texts.

### Reading 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

#### 2.4.1 Understand purposes of simple text.

- **Identify purposes** of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).

### Reading 3.1: Read to learn new information.

#### 3.1.1 Understand that resources contain information needed to answer questions and solve problems.

- Listen to and talk about information from a **variety** of types of **informational/expository text**.
- Participate in whole-group discussions to **generate questions** and listen to **informational/expository text** for answers to those questions.

## Glossary

**A-Z**

*The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.*

**Community** - A social group whose members reside in a specific area.

**Compare** - Show how things are similar or different.

**Environment** – The air, water, minerals, organisms, and other factors surrounding something.

**Essential questions** - Questions that seek to connect a specific topic, issue, event, or era with a larger theme or purpose.

**Explain** - To make the reasons for something plain and comprehensible, including supporting details.

**Fairness** - Marked by impartiality and honesty; free from self-interest, prejudice, or favoritism; conforming with established rules.

**Interpretation** - Giving one's own conception of; to place in the context of one's own experience, perspective, point of view, or philosophy.

**Justice** - Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

**Laws** - A rule, usually made by a government, that is used to order the way in which a society behaves or the whole system of such rules.

**Point of view** - A particular position from which something is considered or evaluated; a way looking at things.

**Public safety** – Protection from danger and the well-being of the community.

**Trade** - The exchange of goods and services for money or other goods and services.

### For additional definitions of social studies terms:

- **Center for Civic Education:**

[http://www.civiced.org/index.php?page=stds\\_glossary](http://www.civiced.org/index.php?page=stds_glossary)

- **National Council for Economic Education:**

<http://ushistory.ncee.net/glossary.php>

- **National Council for Geographic Education:**

<http://www.ncge.org/publications/tutorial/standards>