

**Kindergarten Standards**

**Social Studies**

**Course Overview: Kindergarteners will learn the important lessons of citizenship, geography and history, children remain active – constantly moving, touching, exploring, and thinking. This course will augment children’s natural desire to learn through stimulating curiosity, encouraging self-motivated exploration, fostering active participation, and developing physical, social, emotional, and intellectual skills.**

**Unit 1: Me (30 Days)**

**Description:** Children will discover how physical characteristics and feelings make him or her special, from birth through all stages of growth. Using their five senses, people learn new things, new skills, and how to make choices. Differences in people’s choices, as well as differences in their physical characteristics, should be respected.

**Standards**

1. D.4.2 – The students will identify situations requiring an allocation of limited economic recourses and appraise the opportunity for cost (for example, spending one’s allowance on a movie will mean less money saved for a new video game).
2. E.4.1. – The students will explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
3. E.4.2 – The students will explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identify and development.
4. E.4.5 – The students will identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.
5. E.4.6 – The students will give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.
6. E.4.7 – The students will explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.
7. E.4.9 – The students will explain how people learn about others who are different from themselves.

**Unit 2: My Family (30 Days)**

**Description:** Children will discover that although families vary in size and composition, members of families love and care for each other through their work and play. Each family makes its own rules and decides how it will fulfill its members’ wants and needs.

**Standards**

1. C.4.3 – The students will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.
2. D.4.2. – The students will identify situations requiring an allocation of limited economic recourses and appraise the opportunity for cost (for example, spending one’s allowance on a movie will mean less money saved for a new video game).
3. E.4.2 – The students will explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identify and development.
4. E.4.3 – The students will describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
5. E.4.5 – The students will identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.
6. E.4.6 – The students will give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.
7. E.4.9 – The students will explain how people learn about others who are different from themselves.

**Unit 3: My School (30 Days)**

**Description:** Children will discover that schools are located in neighborhoods and are staffed by workers who do their jobs in different rooms or parts of the school building. Children participate in school activities which follow a predictable order. Children also follow rules which make school an effective learning environment for everyone.

**Standards**

1. C.4.3 – The students will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.
2. C.4.6 – The students will locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.
3. E.4.2 – The students will explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identify and development.
4. E.4.5 – The students will identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.
5. E.4.6 – The students will give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.

**Unit 4: My World (30 Days)**

**Description:** Children will discover that neighborhoods are places where people live, work, and play. Neighborhood workers provide services for the people who live there. Residents and workers use various forms of transportation to get around. The activities of neighborhood people change with the seasons.

**Standards**

1. A.4.6 – The students will identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes.
2. A.4.7 – The students will identify connections between the local community and other places in Wisconsin, the United States, and the world.
3. A.4.8 – The students will identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for the these changes; and explain their probable effects on the community and the environment.
4. C.4.1 – The students will identify and explain the individual’s responsibilities to family, peers, and the community, including the needs for civility and respect for diversity.
5. E.4.5 – The students will identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.
6. E.4.11 – The students will give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.
7. E.4.13 – The students will investigate and explain similarities and differences in ways that cultures meet human needs.

**Unit 5: Our Country (30 Days)**

**Description:** Children will discover that the United States of America has a distinctive shape and includes 50 states which together make up our country.

**Standards**

1. A.4.2 – The students will locate on a map or globe physical features such as continents, oceans, mountain ranges, and lard forms, natural features such as resources, flora and fauna; and human features such as cities, states, and national borders.
2. B.4.1 – The students will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.
3. B.4.3 – The students will examine biographies, stories, narratives, folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.
4. B.4.6 – The students will explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.
5. B.4.7 – The students will identify and describe important events and famous people in Wisconsin and United States history.
6. E.4.5 – The students will identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.
7. E.4.12 – The students will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.