**Independent School District of Boise City**
**Kindergarten Social Studies**

**Course Overview:**

Kindergarten students are introduced to an integrative approach to Social Studies by exploring aspects of self, family and school. As students become acquainted with diverse classmates, they develop awareness of the similarities and differences among individuals in the classroom as well as within the school and community. Kindergarten students develop geographic awareness of their surroundings by using geographic vocabulary, maps, and globes. In history, students begin to develop the ability to think like a historian as they acquire enough knowledge of history to understand the past and present. Students begin to appreciate the influence history has on their daily lives as they identify family traditions and the connections to traditions throughout the United States. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by understanding how people save and use money.

**Adopted Materials:**

- Here We Go Kit. Glenview, IL: Scott Foresman, 2003.

| **First Semester** | | **Second Semester** | |
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| Unit 1 | What does it mean to be a citizen? | Unit 3 | Why do we need money? |
| Unit 2 | How do things change? | Unit 4 | How do we find our way? |

## Unit 1 - Civics
## What does it mean to be a citizen?

### Unit Learning Intention

- I am learning to practice good citizenship so that I can help to make my classroom a great place to learn together. (Scale)

### Unit Standards

K.SS.4.1 Practice citizenship in the classroom by: a) taking responsibility for one's actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one's personal property and respecting other students' property; and e) taking turns, sharing, and working well with others for the good of everyone else.

- K.SS.4.2 Identify symbols of the United States, including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.
- K.SS.4.3 Understand the meaning and purpose of the Pledge of Allegiance.
- K.SS.4.4 Describe holidays and tell why they are commemorated in the United States.

## Unit 2 - History
## How do things change?

### Unit Learning Intention

- I am learning to understand how things change over time so that I can recognize and appreciate different cultures and traditions in our families. **(Scale)**

### Unit Standards

K.SS.1.2 Sequence events in the past and present and begin to recognize that things change over time.

- K.SS.1.1 Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family, and culture.
- K.SS.5.1 Name traditions that came to the United States from other parts of the world.

| **Unit 3 - Economics**<br>**Why do we need money** |
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| **Unit Learning Intention** |
| • I am learning why people save money and how they use money so that I can understand the difference between things I need and things I want. **(Scale)** |
| **Unit Standards** |
| K.SS.3.2 Explain the benefits of saving money and give examples of how people use money to make purchases.<br>• K.SS.3.3 Recognize and describe different types of jobs, including work done in the home, school, and community.<br>• K.SS.3.1 Distinguish between wants and needs. |

| **Unit 4 - Geography**<br>**How do we find our way?** |
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| **Unit Learning Intention** |
| • I am learning to use maps and globes so that I can find my way and understand where I live. **(Scale)** |
| **Unit Standards** |
| K.SS.2.1 Demonstrate an understanding of maps and globes by: a. identifying the similarities and differences between a map and a globe; b. identifying basic map symbols; c. identifying land and bodies of water in the local community; and d. identifying the geographic location of the United States and Idaho on a map and globe.<br>• K.SS.2.2 Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between. |