

Kindergarten Curriculum Social Studies



TP= Time and Place

S=Systems

C= Citizenship

Time and Place (TP)

Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world

GUIDING QUESTION

KTP1 What are places within a community?

LEARNING OUTCOME

KTP 1.1 Children examine places in communities.

KTP 1.1 UNDERSTANDING

Places in communities have distinct symbols.

KNOWLEDGE

A variety of places can be part of a community, for example,

- playgrounds
- natural areas
- schools
- fire stations
- police stations
- town or city halls

Places in a community can be recognized by distinctive features and symbols.

SKILLS & PROCEDURES

Recognize familiar places in the local community.

Share places that have personal, family, or group meaning.

GUIDING QUESTION

KTP2 How can sharing cultures and histories build connections between people?

LEARNING OUTCOME

KTP 2.1 Children explore expressions of traditions, cultures, and histories.

KTP 2.1 UNDERSTANDING

Traditions, cultures, and histories can build understanding of self and others.

KNOWLEDGE

Traditions are beliefs and behaviours that are passed down through generations, for example,

- celebrations
- ceremonies
- holidays
- foods
- music
- activities
- stories

Culture can be expressed through traditions and languages.

Histories are records of events that happened in the past

SKILLS & PROCEDURES

Describe traditions, cultures, languages, and histories of diverse groups in the local community.

Share traditions, cultures, languages, and histories of personal or family significance.

Share experiences with reference to time.

<p>(family history, personal history).</p> <p>Events can be described according to sequence in time, for example,</p> <ul style="list-style-type: none"> • recently • long ago • daily • yearly 	
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Systems (S):

Evaluating processes and structures of organizations builds understanding of decision making in the world.

GUIDING QUESTION

KS 1.1 How are needs and wants different?

LEARNING OUTCOME

KS 1.1 Children explore needs and wants.

KS 1.1 UNDERSTANDING

People can have common and unique needs and wants.

KNOWLEDGE

People have basic physical and social needs.

Physical needs, including food, water, and shelter, are necessary for survival.

Social needs, including safety and belonging, relate to comfort and well-being.

Due to individual differences, people can have unique needs, for example, they may need eyeglasses, medicine, or service animals.

Wants are unnecessary for survival.

People can have wants based on personal interests, preferences, and experiences.

People make decisions about ways to satisfy needs and wants.

SKILLS & PROCEDURES

Differentiate between needs and wants.

Explain ways to meet personal needs and wants.

Provide reasons for personal wants.

GUIDING QUESTION

KS 2.1 In what ways might leaders be important to communities?

LEARNING OUTCOME

KS 2.1 Children investigate the role of leaders in communities.

KS 2.1 UNDERSTANDING

Leaders guide communities.

KNOWLEDGE

Leaders guide group members and help communities achieve goals.

Leaders contribute skills, knowledge, and experience to communities.

There are many leadership roles in communities; for example,

SKILLS & PROCEDURES

Identify leaders in the local community.

Recognize ways leaders guide communities.

Brainstorm ways leaders can act with fairness.

<ul style="list-style-type: none"> • teachers • principals • parents • Elders • coaches <p>Leaders can contribute to the well-being of a community by acting with fairness.</p>	
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Citizenship (C) Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
GUIDING QUESTION KC1 How can people work together in groups?	
LEARNING OUTCOME KC1 Children relate cooperation and collaboration to achieving common goals.	
KC 1.1 UNDERSTANDING People can work more effectively in groups when members cooperate.	
KNOWLEDGE People in groups cooperate and collaborate in many ways, for example, <ul style="list-style-type: none"> • helping others • interacting fairly and respectfully • participating in activities • considering the needs of others • sharing ideas and stories • solving problems <p>People in groups can set rules and expectations about how members work together.</p> <p>People in groups take responsibility to achieve common goals (civic responsibility and citizenship).</p>	SKILLS & PROCEDURES Identify groups of personal belonging. Evaluate the benefits of cooperation and collaboration. Demonstrate ways that people can cooperate. Determine rules and expectations for group work.