

Bluff Dale ISD
Kindergarten Social Studies
Syllabus with Scope & Sequence
2025-2026

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Conference Period: 11:30-12:00

Kindergarten Social Studies introduces students to their world by helping them understand themselves, their families, and their communities. Using real-life connections, students begin learning about time, location, citizenship, and how people live and work together. The curriculum is based on the **Texas Essential Knowledge and Skills (TEKS)** and uses stories, hands-on activities, songs, and games to make learning meaningful and developmentally appropriate.

What Parents Can Do to Support Learning:

- Talk about your family's history and traditions.
- Walk around your neighborhood and point out important places.
- Use simple maps or globes to show where you live.
- Discuss rules and how they help us.
- Visit community places like the post office, fire station, or library.

Why This is Important:

Kindergarten Social Studies helps children build an understanding of the world around them. It lays the groundwork for concepts like leadership, fairness, cooperation, and responsibility. Students begin to see themselves as part of a larger community and learn how their actions matter.

Units of Study

Semester 1

1st Six Weeks

Estimated Instructional Days- 20

Unit 01: My Home and My Classroom

Kindergarten social studies curriculum focuses on a study of the classroom and school as a community establishing a foundation for responsible citizenship in society. From Kindergarten through Grade 3 students learn about various communities, of which they are a part. These include their family, the school, the local community, the state and the nation. In each successive year students deepen their understanding of why communities are formed, how communities operate, how communities meet their basic needs, how those in the community interact with the environment, how culture is reflected in communities along with citizenship and leadership in communities. During the Kindergarten year the curriculum begins with students relating their home community with the classroom community.

This unit bundles student expectations that introduce students to the functions of the classroom as a community.

Myself and My Classroom

- Understanding that each person is unique and valuable
- Exploring classroom rules, routines, and roles
- Learning to work together and share responsibly

My Family and Community

- Identifying family members and their roles
- Learning about community helpers and what they do
- Understanding similarities and differences in families

2nd Six Weeks

Estimated Instructional Days- 20

Unit 02: Our School Community

This unit bundles student expectations relating to using maps and common routines in the school community. It is important for students to understand that some communities, such as the school, have a physical location. In this unit students have their initial introduction to maps as they begin to explore the idea of how maps are used to convey spatial patterns. In this unit students begin to explore the concept of chronology in the context of their school day and the school calendar. A foundational understanding of chronology is important for students as they progress to understanding historical narrative in later social studies courses.

Where We Live – Location and Geography

- Learning about home, school, and community settings
- Using simple maps and globes
- Identifying land and water, and basic directional words like near/far or left/right

3rd Six Weeks

Estimated Instructional Days- 20

Unit 03: Geography and Places

This unit bundles student expectations that relate to the physical and human geography of communities as physical places. In this unit students are introduced to the foundations of physical geography and the idea that physical geography impacts the lives of people. It is important for students to understand that communities can also be defined as a group of people living in close proximity to one another in a particular location or place.

Where We Live – Location and Geography

- Learning about home, school, and community settings
- Using simple maps and globes
- Identifying land and water, and basic directional words like near/far or left/right

Semester 2

4th Six Weeks

Estimated Instructional Days- 20

Unit 04: Community Celebrations, Customs, and Family Traditions

This unit bundles student expectations that introduce students to the concept of culture in the context of traditions and celebrations. As students develop their understanding of communities, it becomes important to appreciate that what makes communities unique is their culture. Studying about community celebrations is important for understanding how culture and traditions help to unite people in a community.

My Family and Community

- Identifying family members and their roles
- Learning about community helpers and what they do
- Understanding similarities and differences in families

Celebrating Cultures and Traditions

- Exploring cultural traditions and celebrations
- Recognizing and respecting how people live and celebrate differently
- Learning about food, music, and clothing from around the world

5th Six Weeks

Estimated Instructional Days- 20

Unit 05: Citizens in the Community

This unit bundles student expectations that introduce students to the idea that historical figures, authority figures, and they themselves make contributions to the community. An examination of how individuals shape communities is foundational to the understanding that history is made by people, both extraordinary and ordinary. Additionally, students are introduced to the idea that one fundamental way citizens in the United States contribute to the community is by voting.

Our Country and National Symbols

- Learning about the U.S. flag, the Pledge of Allegiance, and patriotic songs
- Recognizing important American symbols like the bald eagle and Statue of Liberty
- Understanding basic ideas of freedom and pride in our country

Being a Good Citizen

- Learning about rules and why we have them
- Practicing kindness, fairness, and responsibility
- Exploring what it means to be part of a group or team

People and Time

- Understanding the difference between past, present, and future
- Talking about personal timelines and family history
- Learning about holidays and historical figures

6th Six Weeks

Estimated Instructional Days- 20

Unit 06: Working Together in a Community

This unit bundles student expectations that introduce students to the foundational economic concept of needs and wants. Distinguishing between needs and wants along with gaining an understanding of how basic needs are met is a first step in building students' economic and financial literacy. In this unit students are introduced to the idea that individuals in a market economy are free to make economic decisions. It is important for students to understand the connection between employment and meeting their wants and needs as fundamental to financial stability as an adult.

Our World of Work – Needs, Wants, Jobs, and Money

- Understanding the difference between needs and wants

- Learning about jobs and why people work
- Recognizing coins and how money is used to buy things

Caring for Our World

- Talking about ways to take care of our classroom and community
- Learning about recycling, conserving water, and protecting nature
- Understanding how our actions affect others and the Earth