

# **Saline Area Schools Social Studies Core Curriculum**

## ***Kindergarten Myself, My Family and School***

### **PURPOSE**

The purpose of the kindergarten social studies curriculum is to provide experiences to help the child move comfortably from their home environment into group life within a school. Development of a positive self-concept and skills in working with others will be a major emphasis. Through guided learning experiences children begin to recognize that all people share universal characteristics and that there are physical and cultural differences among people.

### **KNOWLEDGE**

Students in kindergarten learn their own uniqueness as well as the importance of their contributions to home, school and community life. The curriculum increases the knowledge of social living through the cooperation in work and play by learning to share, take turns, take care of personal and group property. They realize that the world is always changing through either discussion or an awareness of the passage of time. Children gain an appreciation and acceptance of the likenesses and differences within diverse groups. Identify goods and services needed by, and available to, families and begin to understand the concept of economic differences.

### **SKILLS**

In kindergarten, basic social skills are introduced and developed. The behavioral skills of sharing, listening, cooperating are emphasized as appropriate and acceptable. Children will gain an awareness of sequencing of events and time. The rote skill of reciting the days of the week, months of the year, and seasons is encouraged. Concepts related to simple geography skills are introduced. Quantifying social data into simple graphs, categorizing, sequencing and classifying are stressed.

### **DEMOCRATIC VALUES**

Students will gain an appreciation of individual differences and the necessity of rules and the importance of safety. The emphasis on rules in kindergarten sets the stage for a commitment to the rules of law in a democracy. Students will be introduced to the democratic values of truth and equality.

### **CIVIC PARTICIPATION**

Role playing, in school walks, visitors to the classroom, classroom voting and fieldtrips will provide students with opportunities that will help them begin to perceive their roles in relation to larger groups and the environment.

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## *Kindergarten Myself, My Family and School Benchmarks*

By the end of this course, the students should:

### **KNOWLEDGE:**

1. Recognize clocks and calendars as time telling devices;
2. Recognize teachers, principals, the fire department, and the police department as examples of government and authority;
3. Be aware of classroom rules;
4. Describe likenesses and differences between people;
5. Know the services in the school building (i.e., lunchroom, media center, office);
6. Introduce the use of maps and globes;

### **SKILLS:**

1. Know the days of the week, months and year;
2. State events of yesterday, today, and tomorrow relating to self;
3. Recall and tell about themselves;
4. Share the experiences they have in life outside of school;
5. Be an active listener and be willing to ask for help when appropriate;
6. Formulate rules for the class;

### **DEMOCRATIC VALUES:**

1. Begin to recognize their ability to make choices and the consequences of their choices;
2. Begin to recognize how people are similar and different;
3. Identify classroom aspects that illustrate fairness and freedom;
4. Explain how conflicts in class may be resolved in ways consistent with core democratic values;
5. Understand and apply values of fairness and good sportsmanship;
6. Identify school rules and consequences for breaking them;
7. Introduce sharing with others in school, at home and the consequences of not sharing;

### **CIVIC PARTICIPATION:**

1. Suggest ways that people can improve their environment;
2. Help to determine classroom rules.