

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Social Studies**  
**Kindergarten**

**Standard 1: History**

Students in Kindergarten build an understanding of the cultural and social development of the United States.

| <i>Goal – The student will:</i>  | <i>Objectives (to be reached by the end of Kindergarten)</i>   | <i>Samples of Applications</i>  | <i>Curriculum Materials (including technological resources)</i>  | <i>Key Vocabulary for Standard 1</i>  |
|--|--|---|--|---|
| <b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>   | <ul style="list-style-type: none"> <li>• K.SS.1.1.1 Share stories, pictures, and music of one’s own personal life, family and culture. (372.01a)</li> <li>• K.SS.1.1.2 Describe how families celebrate in many different ways.</li> <li>• K.SS.1.1.3 Describe how individuals have similarities and differences.</li> <li>• K.SS.1.1.4 Describe how each person is special and unique within the classroom. (372.01i)</li> </ul> | <ul style="list-style-type: none"> <li>• “Me Box” sharing</li> <li>• Glyph</li> <li>• Gingerbread Travels</li> <br/> <li>• International Week</li> <li>• Celebrations around the world.</li> <li>• Unique: Eye color, hair color. Classification graphs, sorting attributes.</li> <li>• Impulsive puppy mapping by school counselor.</li> <li>• Flat Stamley</li> </ul> | <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Globes</li> <li>• Maps</li> <li>• Puppets</li> <li>• Dramatic play materials</li> </ul> | <ul style="list-style-type: none"> <li>• history</li> <li>• society</li> <li>• individual</li> <li>• person</li> <li>• similar</li> <li>• different</li> <li>• family</li> <li>• culture</li> </ul> |
| <b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b><br>No objectives at this grade level.  |  |   |  |   |
| <b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b><br>No objectives at this grade level.  |  |   |  |   |
| <b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b><br>No objectives at this grade level. |  |   |  |   |
| <b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b><br>No objectives at this grade level.  |  |   |  |   |
| <b>Goal 1.6: Explain the rise of human civilization.</b><br>No objectives at this grade level.   |  |   |  |   |
| <b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b><br>No objectives at this grade level.  |  |   |  |   |
| <b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b><br>No objectives at this grade level.  |  |   |  |   |
| <b>Goal 1.9: Identify the role of religion in the development of human civilization.</b><br>No objectives at this grade level.   |  |   |  |   |

## **Standard 2: Geography**

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface.

| <i>Goal – The student will:</i>  | <i>Objectives<br/>(to be reached by the end of Kindergarten)</i>  | <i>Samples of Applications</i>  | <i>Curriculum Materials<br/>(including technological resources)</i>  | <i>Key Vocabulary for Standard 2</i>   |
|--|---|---|--|--|
| <b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>                                    | <ul style="list-style-type: none"> <li>• K.SS.2.1.1 Identify the globe as a model of the earth. (378.01a)</li> <li>• K.SS.2.1.2 Distinguish between land masses and water on a globe or map. (378.01b)</li> <li>• K.SS.2.1.3 Identify the north and south poles on a map or globe. (378.01c)</li> <li>• K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live. (378.01d)</li> <li>• K.SS.2.1.5 Make and use a map of a familiar area. (378.01e)</li> </ul> | <ul style="list-style-type: none"> <li>• Oceans</li> <li>• Animal habitats</li> <li>• Flat Stanley</li> <li>• Post cards.</li> <li>• International students.</li> </ul> | <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Globes</li> <li>• Maps</li> <li>• Puppets</li> <li>• Dramatic play materials</li> </ul> | <ul style="list-style-type: none"> <li>• geography</li> <li>• globe</li> <li>• model</li> <li>• earth</li> <li>• land masses</li> <li>• bodies of water</li> <li>• map</li> <li>• country</li> <li>• North Pole</li> <li>• South Pole</li> <li>• United States of America</li> </ul> |
| <b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b> |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |
| <b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</b>   |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |
| <b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b>   |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |
| <b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b>        |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |

## **Standard 3: Economics**

Students in Kindergarten explain basic economic concepts.

| <i>Goal – The student will:</i>                   | <i>Objectives<br/>(to be reached by the end of Kindergarten)</i>  | <i>Samples of Applications</i>  | <i>Curriculum Materials<br/>(including technological resources)</i>  | <i>Key Vocabulary for Standard 3</i>  |
|---|---|---|--|---|
| <b>Goal 3.1: Explain basic economic concepts.</b> | <ul style="list-style-type: none"> <li>• K.SS.3.1.1 Observe that all people have needs and wants. (376.01a)</li> <li>• K.SS.3.1.2 Recognize that people have limited resources.</li> <li>• K.SS.3.1.3 Describe some jobs that people do to earn money. (376.01c)</li> </ul> | <ul style="list-style-type: none"> <li>• Community helpers.</li> <li>• School store.</li> </ul> | <ul style="list-style-type: none"> <li>• Play money</li> <li>• Dramatic play materials</li> <li>• Books</li> </ul> | <ul style="list-style-type: none"> <li>• economics</li> <li>• wants</li> <li>• needs</li> <li>• resources</li> <li>• earnings</li> <li>• savings</li> <li>• sharing</li> <li>• money</li> </ul> |

**Goal 3.2: Identify different influences on economic systems.**

No objectives at this grade level.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level.

**Goal 3.4: Explain the concepts of good personal finance.**

No objectives at this grade level.

**Standard 4: Civics and Government**

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

| <i>Goal – The student will:</i>   | <i>Objectives (to be reached by the end of Kindergarten)</i>   | <i>Samples of Applications</i>   | <i>Curriculum Materials (including technological resources)</i>                          | <i>Key Vocabulary for Standard 4</i>  |
|---|--|--|--|---|
| <b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>              | <ul style="list-style-type: none"> <li>• K.SS.4.1.1 Name some rules and the reasons for them. (373.01c)</li> <li>• K.SS.4.1.2 Discuss how groups make decisions and solve problems. (373.01b)</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion of class rules.</li> <li>• Voting tally – choices good/bad</li> </ul>  | <ul style="list-style-type: none"> <li>• Books</li> </ul>                                | <ul style="list-style-type: none"> <li>• government</li> <li>• citizenship</li> <li>• rules</li> <li>• service</li> <li>• national flag</li> <li>• national symbols</li> <li>• national holidays</li> <li>• Pledge of Allegiance</li> <li>• United States of America</li> </ul> |
| <b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>       | <ul style="list-style-type: none"> <li>• K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives. (375.01a)</li> <li>• K.SS.4.3.2 Identify ways to be helpful to family and school. (374.01b)</li> </ul>   | <ul style="list-style-type: none"> <li>• Community helpers</li> <li>• Presidents of United States</li> <li>• Clean room</li> <li>• Mother’s Day</li> <li>• Visit care center.</li> </ul> | <ul style="list-style-type: none"> <li>• Books</li> </ul>                                |   |
| <b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b> | <ul style="list-style-type: none"> <li>• K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue. (374.01a)</li> <li>• K.SS.4.2.2 Recite the Pledge of Allegiance. (374.01b)</li> <li>• K.SS.4.2.3 Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr.’s Birthday, Presidents’ Day. (371.01a, 372.01b)</li> </ul> | <ul style="list-style-type: none"> <li>• Flag – Pledge</li> <li>• Bald eagle</li> <li>• Red/white/blue.</li> <li>• Recite pledge</li> </ul>  | <ul style="list-style-type: none"> <li>• Flags</li> <li>• Pictures of symbols</li> </ul> |   |

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level.

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level.

**Standard 5: Global Perspectives**

Students in Kindergarten build an understanding of multiple perspectives and global interdependence.

| <i>Goal – The student will:</i>  | <i>Objectives<br/>(to be reached by the end of Kindergarten)</i>  | <i>Samples of Applications</i> | <i>Curriculum Materials<br/>(including technological resources)</i> | <i>Key Vocabulary for Standard 5</i>  |
|--|---|--------------------------------|---|---|
| <b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b> | <ul style="list-style-type: none"><li>• K.SS.5.1.1 Name family traditions that came to America from other parts of the world. (372.01f)</li></ul> |                                |   | <ul style="list-style-type: none"><li>• culture</li><li>• tradition</li><li>• perspective</li></ul> |