



Social Studies Curriculum Poster Kindergarten

August 2004

I. HISTORY	II. GEOGRAPY	III. CIVICS	IV. ECONOMICS	V. INQUIRY
<u>Terms</u> minutes, hours days, months like, different real, not real good character George Washington Clara Barton	<u>Terms</u> top, bottom over, under in front of, behind between beside, next to man-made natural	<u>Terms</u> school community authority cause effect conflict decisions	<u>Terms</u> coins, cash money goods, services wants/needs business provide	<u>Concepts</u> Information. <u>Skills</u> Identify sources of information.
<u>Concepts</u> <i>Myself</i> Similarities/ Differences Time Past/Present	<u>Concepts</u> Spatial Relationships Environment Boundaries Natural/Human Characteristics	<u>Concepts</u> Rules and Consequences Conflict/Resolution Decisions-Making Process	<u>Concepts</u> Needs/Wants Economic Need Goods/Services Economic Exchange Money	VI. PUBLIC DISCOURSE <u>Concepts</u> Issues. <u>Skills</u> Pose a question. Engage in conversation. Take a stand.
<u>Themes</u> Innovation Conflict/ Cooperation	<u>Themes</u> Place/Location	<u>Themes</u> <i>Core Democratic Values especially:</i> <ul style="list-style-type: none"> • Rule of Law • Equality 	<u>Themes</u> People Choose: Most Benefits/ Least Cost	VII. CITIZEN INVOLVEMENT <u>Concepts</u> Helpfulness. <u>Skills</u> Explain & follow class rules.
<u>Skills</u> Identify past and present events. Identify “who”, “what”, “where” from stories about past. Identify people who demonstrate good character in stories.	<u>Skills</u> Identify natural/human features. Identify how people use environment to meet needs/wants. Identify locations of significance in their lives.	<u>Skills</u> Identify home/school rules and consequences. Identify school conflicts/strategies to resolve them. Identify fair ways to make decisions.	<u>Skills</u> Distinguish between want and need. Identify economic needs and connect to businesses that meet them. Identify economic exchanges students participate in.	