

Kindergarten

Living, Learning and Working Together

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols. The purpose of the preK-K curriculum is to begin the development of their civic identity.

Concepts and Skills:

History and Geography

1. Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences. (H)
2. Use correctly words and phrases related to chronology and time (*now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs*). (H)
3. Use correctly the word *because* in the context of stories or personal experiences. (H)
4. Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind, and in front of*. (G)
5. Tell or show what a map is and what a globe is. (G)

Civics and Government

6. Give examples that show the meaning of the following concepts: *authority, fairness, justice, responsibility, and rules*. (C)

Economics

7. Use words relating to work, such as *jobs, money, buying, and selling*. (E)
8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

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The purpose of the Kindergarten curriculum is to provide students their first concentrated study about themselves, their families, school, community, state, and country.

I. Describe the benefits of living in and being part of a community

Students will leave Kindergarten with a basic understanding of what makes a community and the benefits of living in and being part of a community (Civics). Students can define community and associate their family as members of a community (Civics). Students will explain what it means to be part of a class and school, and explain the importance of fairness, cooperation, and sharing (Civics). Students also learn what their parents do for a living and learn about the different types of jobs in the community (Economics). Students will also recognize basic human needs (clothing, shelter, and food) and those needs can be met (Economics).

MA H/SS Standards:

CSK.3-CSK.6 (H, G, C), **PreK-K.1-PreK-K.8** (H, G, C, E)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Walk around the neighborhood (PreK-K.3) Why we have rules RS: Plaidypus Travels The Little School Bus	Oct. Fire Safety Week Phone number and home address Second step activities Family members: Who’s who in your family; what does it mean to be part of a family? (PreK-K.2)	Nov. Election Day Family unit (cont’d.) Family traditions: Thanksgiving (PreK-K.1) Wants versus Needs What are basic needs (PreK-K.8)	Dec. What is diversity? How a community celebrates holidays of all faiths: Christmas, Hanukah, Kwanzaa (PreK-K.1) Respect differences	Jan. How a community is governed; role and responsibility of our town government (PreK-K.6)
Feb. Let’s go exploring! RS: Rooster’s Off to See the World	Mar. Let’s go exploring! RS: Abuela	Apr. Community packet Mayday, Mayday Community songs and poems	May Community packet Junior Achievement What my parents do for a living (PreK-K.8) Why do people work?	Jun. All about me in the world RS: Going Places

Sources: *MA History & Social Sciences Curriculum Framework* (2003), pp. 13; *MA Curriculum Framework for ELA and Literacy* (2011), pp. 14, 17, 20-21, 24, 30, 34.

Ben’s Guide to U.S. Government for Kids, <http://bensguide.gpo.gov/k-2/symbols/index.html>.

Boxboro Public Schools, Kindergarten Social Studies Curriculum Map, [http://www.boxboroughschool.org/sites/default/files/2010 20SS Curriculum Map_0.pdf](http://www.boxboroughschool.org/sites/default/files/2010%20SS%20Curriculum%20Map_0.pdf)

Committee for Children, *Second Step: A Violence Prevention Curriculum (K)*: <http://www.cfchildren.org/second-step/kindergarten-grade-5/kindergarten.aspx>

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II. Explain how history describes events and peoples of other times and places

Students will leave Kindergarten with an appreciation for history for it describes events and people of other times and places (History). Students will develop a sense of the past through artifacts and literature. They will also identify notable historical figures and their actions and decisions that have lasting impact in our lives today (History). Students will understand the importance of celebrating national holidays as they represent historical figures and describe the significance of each holiday. (History, Civics). Students also demonstrate understanding that there are important American symbols by identifying the American flag, melody of the national anthem, knowing the words of the Pledge of Allegiance, and recognizing our current President of the United States (Civics).

MA H/SS Standards:

CSK.3-CSK.6 (H, G, C), PreK-K.1 (H), -PreK-K.8 (H, G, C, E)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Why we celebrate national holidays Labor Day Constitution Day Pledge of Allegiance	Oct. Jamestown Colony Pocahontas Powhatan Columbus Day	Nov. Plimoth Colony First Thanksgiving Veterans Day	Dec. Pearl Harbor Day	Jan. New Years Day MLK, Jr. Day
Feb. Presidents’ Day G Washington J Adams T Jefferson J Madison A Lincoln POTUS (PreK-K.7)	Mar. American symbols National Anthem: The Star Spangled Banner	Apr. Patriots Day Patriotic songs	May Memorial Day J F Kennedy Betsy Ross & the American flag	Jun. D-Day Flag Day Independence Day

Sources: *MA History & Social Sciences Curriculum Framework* (2003), pp. 13; *MA Curriculum Framework for ELA and Literacy* (2011), pp. 14, 17, 20-21, 24, 30, 34.

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III. Apply geographic terms and tools

Students will leave Kindergarten with fundamental skills to read and use maps and globes. Students will know the importance of knowing where they live and realize the importance of understanding location (Geography). Students will know specific vocabulary words and phrases indicating locations (town, city, state, country) and direction (north, west, south, east). Students will be able to locate places on a map and a globe.

MA H/SS Standards:

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Identify maps and globes Vocabulary terms (left, right, up, down, behind, front, near, far, etc.)	Oct. Parts of a map Locations (N, W, E, S) Cardinal directions on a map North/South poles	Nov. Difference between water and land Continents vs. country Islands	Dec. Physical map terms and concepts (landforms, mountains, hills; bodies of water, river, ocean, lake, etc.)	Jan. Political map terms and concepts (town, city, street, highway, etc.)
Feb. “Me on the Map” Create a map of themselves activity	Mar. Locate Braintree, Massachusetts on a map and globe Study map of Braintree (locate their home & school)	Apr. Create simple maps of the classroom; home to school; neighborhood	May Locate North America and the United States on a map and globe Locate Boston and Washington, D.C. on a map and globe	Jun. Why are maps and globes important? Show view from above; position and location of things and objects (places; concept of space)

Sources: *MA History & Social Sciences Curriculum Framework* (2003), pp. 13; *MA Curriculum Framework for ELA and Literacy* (2011), pp. 14, 17, 20-21, 24, 30, 34.