

Crook County School District 1

Pacing Guide & Curriculum: Kindergarten Social Studies

Kindergarten Purpose	<u>Students will compare and contrast their family culture with other students' family cultures.</u> <u>Students will identify how rules, symbols, needs and wants, changes, people, and events affect them and their role in the family</u>
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Outcome ssK.1	Students will demonstrate how family rules and family culture contribute to personal identity.	Standard Reference
ssK.1.1	Identify family and classroom rules.	SS2.1.1
ssK.1.2	Compare and contrast home and classroom rules.	SS2.1.1
ssK.1.3	Retell, compare, and contrast stories from their family culture (e.g., how names came to be, family traditions, and favorite family foods) to other students' family cultures	SS2.2.2
ssK.1.4	Show ways one's family contributes to personal identity and daily life (i.e., how your family contributes to who you are).	SS2.2.1
Resources:		

Outcome ssK.2	<u>Students will use a variety of resources to compare needs and wants for self and family, and list factors such as money, tools, and changes that affect family life.</u>	Standard Reference
ssK.2.1	Compare needs and wants for self.	SS2.2.1 SS2.3.1
ssK.2.2	Compare needs and wants for family	SS2.2.1 SS2.3.1
ssK.2.3	Evaluate and explain how money affects needs and wants for a family (e.g., We need food, water, and shelter, but we want video games and fancy clothes.).	SS2.3.2
ssK.2.4	Evaluate and explain how tools help one's family's needs vs. wants (e.g., How do tools make life easier for our families? We need to have clean dishes, but we may want a dishwasher.).	SS2.3.2 SS2.4.2
ssK.2.5	Describe changes and current events that affect families (e.g., feelings about a new sibling, going to school, moving to a new place, and riding a bike).	SS2.4.1 SS2.4.3
ssK.2.6	Identify how families adjust to and change their environment in order to survive (e.g., change what you wear to fit the weather and discuss how a home protects from the weather).	SS2.5.4
ssK.2.7	Identify what kinds of information can be found in different resources (e.g., library and computer) to help learn about family tools, needs, and wants over time.	SS2.6.1
Resources:		

Outcome ssK.3	<u>Students will identify and examine patriotic symbols, within the United States and among Indigenous Tribes of Wyoming, United States holidays, family traditions, and where relevant information can be found.</u>	Standard Reference
ssK.3.1	With teacher support, use digital tools to research the symbol of the flag, Pledge of Allegiance, and celebrations of United States holidays.	SS2.6.3
ssK.3.2	Identify and explain the symbol of the United States flag and the tradition of saying the Pledge of Allegiance, including those of Indigenous Tribes of Wyoming (e.g., Arapaho and Shoshone flags) that honor patriotism in the United States.	SS2.1.2
ssK.3.3	Explain and compare how families celebrate United States holidays.	SS2.1.3
ssK.3.4	Identify what kinds of information can be found in different resources (e.g., library and computer) for patriotic symbols.	SS2.6.1
Resources:		

Outcome ssK.4	<u>Students will create a map using a bird's-eye view, simple symbols, and interpretive key.</u>	Standard Reference
ssK.4.1	With teacher support, use digital tools to learn about map views and symbols.	SS2.6.3
ssK.4.2	Identify what are maps and globes	SS2.5.1
ssK.4.3	Compare and contrast maps and globes.	SS2.5.1
ssK.4.4	Examine bird's-eye view and street view.	SS2.5.1
ssK.4.5	Interpret simple map symbols and keys (e.g., simple shapes such as square, rectangle, circle, semi-circle represent objects such as a chair, bed, and doorway).	SS2.5.1
ssK.4.6	With teacher support, create a map of a room or a house using a bird's-eye view and simple symbols with a key	SS2.5.1
Resources:		