



# Social Studies | Kindergarten/Sense of Self



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

**UNIT 1: INTRODUCTION TO SOCIAL STUDIES**

**Suggested Time Frame:**  
Quarter 1

- What are the similarities and differences in the rules and expectations in your family and school?**
  - The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- Why would rules ever change?**
  - The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- What are the consequences of the choices we make in class and at home?**
  - The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- How does my behavior affect the people around me and myself?**
  - The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- What are your responsibilities to others when you take on various roles (e.g. friend, helpful classmate, or leader)?**
  - The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- What are your responsibilities during an emergency (e.g. fire, tornado, etc.)**
  - The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- How does following the BV Virtues make you a better member of your class and family?**
  - The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- How does being a good citizen benefit your family, school and community?**
  - The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
- How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe?**
  - The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
  - The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

<p><b>Unit 2: BASIC ECONOMICS</b></p> <p><b>Suggested Time Frame:</b> Quarter 2</p>	<p><b>What job would you like to have when you grow up; why?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul> <p><b>Why is it a good practice to save money?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul> <p><b>What happens when you have to choose between two things you want?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>What goods and services are provided at school and in our community; why?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>Unit 3: MY STATE, KANSAS</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>Why do Kansans celebrate Kansas day every year?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>Why do the different symbols represent Kansas?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>How does the weather change by season in Kansas; how does the season influence my choices (e.g. clothes, activities, etc.)?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)</li> </ul> <p><b>What can I observe in Kansas that is man-made and what is from the natural environment?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How are experiences different for people who live in the city from people who live in the country?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 4: BEING A GOOD CITIZEN</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>In what ways has being a good citizen benefitted my family, friends, school and community?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>How have I changed since starting Kindergarten?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul>