

**SOCIAL STUDIES Kindergarten (Focus: Self, Family and Community)**

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| <b>VALUES AND ATTITUDES</b> | The student will:<br>Be a mirror of the gospel values, and age-appropriately translate faith into action.<br>Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world.<br>Understand and use the language of Catholic Social Teaching.<br>Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none"><li>• Life and Dignity of the Human Person</li><li>• Call to Family, Community and Participation</li><li>• Rights and Responsibilities</li><li>• Option for the Poor and Vulnerable</li><li>• The Dignity of Work and The Rights of Workers</li><li>• Solidarity</li><li>• Care for God's Creation</li></ul> |
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**STRAND A Individual Development and Catholic Ideals**

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| <b>OBJECTIVES</b><br>Families and Individuals <ul style="list-style-type: none"><li>• Describe how individuals are unique.</li><li>• Name the various groups to which individuals belong.</li><li>• Recognize and name similarities and differences of families and groups.</li><li>• Describe the various aspects of families.</li><li>• Identify the role and position of an individual within the family unit.</li><li>• Recognize that every child is loved by God and deserving of kindness.</li><li>• Recognize that every individual contributes to and is an important part of a family.</li></ul> Family life: culturally, socially, and spiritually <ul style="list-style-type: none"><li>• Compare customs of families in different cultures globally.</li><li>• Examine diverse family structures.</li><li>• Recognize that we all belong to the family of God.</li><li>• Encourage participation in parish life.</li><li>• Discuss the relationship of family and the church.</li></ul> Social environment. <ul style="list-style-type: none"><li>• Name school and classmates.</li><li>• Name school personnel and define their roles.</li><li>• Describe aspects of the home environment and one's role in that environment.</li><li>• Compare appropriate behaviors in home and school environments.</li><li>• Demonstrate an understanding of appropriate behavior in different environments.</li><li>• Anticipate events that are planned for tomorrow; next week.</li></ul> |
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| Classroom community. <ul style="list-style-type: none"><li>• Assess own unique qualities and select qualities that make individuals unique.</li><li>• Work cooperatively in small groups.</li></ul> |
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**STRAND B Citizenship, Civics and Government**

**OBJECTIVES**

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| Responsible citizenship <ul style="list-style-type: none"><li>• Describe the importance of rules and laws.</li><li>• Identify rules that exist at home, in the classroom and at school.</li><li>• Give reasons for specific rules.</li><li>• Analyze classroom problems and suggest fair solutions.</li><li>• Demonstrate ways to resolve conflicts in positive, affirming ways.</li><li>• Follow rules, such as sharing and taking turns, and know the consequences of breaking rules.</li><li>• Learn examples of honesty, courage, determination, individual responsibility, and patriotism from stories and folklore.</li><li>• Identify beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</li><li>• Exhibit integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.</li><li>• Identify responsible actions in themselves and others.</li></ul> |
| Authority, responsibility, and justice in a democratic society <ul style="list-style-type: none"><li>• Participate in democratic decision making.</li><li>• Use established procedures in the classroom and school.</li><li>• Respect persons in positions of authority.</li><li>• Assume responsibility in routine activities.</li><li>• Recognize examples of community service.</li><li>• Describe jobs performed by community workers.</li><li>• Identify relationships between community needs and community services.</li><li>• Participate in a school service activity.</li></ul>  |
| National and state symbols <ul style="list-style-type: none"><li>• Identify the national and state flag, the bald eagle, and the Statue of Liberty.</li></ul>  |

**STRAND C History**

**OBJECTIVES**

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| Change in various settings <ul style="list-style-type: none"><li>• Observe and describe how individuals and families grow and change.</li><li>• Sequence events that are important to school, family and church.</li><li>• Begin to identify events that take place in sequence.</li><li>• Use a calendar to place days, weeks, and months in proper order.</li><li>• Evaluate how the lives of individuals and families of the past are different from what they are today, e.g., getting water from a well, growing food, making</li></ul> |
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clothing, having fun, forming organizations, living by rules and laws.

- Distinguish between people, events, and objects of long ago and now.
- Observe and summarize changes within communities; in the community; and, in the school environment.
- Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
- Understand how people lived in earlier times and how their lives would be different today.
- Recognize contributions of historic groups, e.g., Pilgrims and Native Americans.

Influence of inventions and technology

- Identify types of media.
- Identify other forms of communication.
- Explore modes of transportation at home and around the world.
- Describe functions of computers and other electronic devices.

## **STRAND D Geography**

### **OBJECTIVES**

Geographic concepts

- Locate and describe familiar places and their function in the home and at school.
- Create and interpret simple maps of the home and school.
- Identify and discuss natural and human resources that are used within the community.
- Identify natural resources that are important to self.
- Recognize seasonal changes.

Characteristics of locations of people, places, and environments

- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front with help.
- Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
- Identify traffic symbols and map symbols, e.g., those for land, water, roads, and cities.
- Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
- Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
- Identify changes in environment at school, home and community.
- Use terms related to location and direction to find people and things in the classroom.
- Use symbols to represent objects, features, and places.
- Use terms to describe the relative size and shape of things and places.
- Identify and describe plants, animals, land and water forms, and other natural features.

**STRAND E Economics**

**OBJECTIVES**

Basic economic concepts

- Distinguish between wants and needs and give examples of how families/communities work together to meet basic needs and wants.
- Discuss the concept of scarcity and how it influences the economy.
- Participate in activities that demonstrate the concept of scarcity.
- Discuss how money is used personally and within the communities, e.g., spending and saving.
- Identify some uses of money by individuals and families.
- Discuss goods and services provided in communities.
- Describe how people obtain food, shelter, and clothing.
- Recognize that we must help those in need.

Role of careers.

- Identify different types of work.
- Explain how people work and use resources.
- Relate work to needs.
- Explain that people earn an income by working.
- Match simple descriptions of work that people do and the names of related jobs at school and in the community.
- Determine the difference between work and play.
- Participate in activities that require division of labor.
- Recognize the reasons for working.
- Recognize that the dignity of work is related to physical and social needs of the individual or groups within the community.

**STRAND F Cultures, Customs and Diversity**

**OBJECTIVES**

Holidays and special days.

- Explore how families express their cultures through celebrations, rituals, and traditions.
- Identify the religious and secular symbols of diverse cultures associated with famous people and holidays.
- Discuss the reasons diverse cultures observe special, religious, and secular holidays.
- Participate in special days that are observed by the class.
- Describe and compare customs, holidays, and celebrations in student's family.
- Identify purposes of and the people or events honored in, commemorative holidays; e.g., Thanksgiving, Independence Day, Washington and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day.

Characteristics of diversity.

- Compare gender and culture within the classroom.
- Identify types of food, shelter, and clothing used by people in different places.
- Demonstrate that people are alike and different.
- Investigate the contribution of religious and ethnic groups in everyday life and recognize the uniqueness of societal contributions of diverse cultures.

## SKILLS APPLICATION

### Kindergarten through Eighth Grade

\*Skills should be applied as appropriate to the developmental stage of the student.  
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

#### APPLICATION\*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>