

**ACTON PUBLIC SCHOOLS**  
**Kindergarten Social Studies Program**  
*Living, Learning and Working Together*

**DESCRIPTION**

Students will explore the differences/ similarities between themselves and others while learning some of the basic concepts of all the major strands of Social Studies. This study will include physical attributes and will stress the humanness of everyone and our desire to respect and care for everyone. Students will use globes to represent the earth and consider the impact of humans on the earth. The study should stress the value of everyone and the desire to respect and care for everyone. The topic should also include care and respect for property of self and others.

**TEACHING STRATEGIES**

Kindergarten Social Studies in the Acton Public Schools will consist of a wide variety of activities, including studying artifacts, mapping, role playing and simulations, art activities, class discussions, music, and projects, as well as reading and being read to. Whenever possible, activities should be planned to allow for integration with other disciplines, such as mathematics, language arts and science. Students should be asked to think critically about information and to ask and answer questions whenever possible.

**HABITS OF MIND FOR SOCIAL STUDIES**

The goal of the Acton Public Schools Social Studies Curriculum is to help students develop ways of reflecting, inquiring and acting (often referred to as “habits of mind”) that they will carry with them beyond their formal education. How do we approach new situations? What kinds of attitudes do we bring to things we see and do? What kind of responsibility do we see ourselves having in relation to society?

Our teaching will encourage students to:

- ask rigorous questions, try new things, act on beliefs, resist peer pressure, and take other appropriate risks;
- recognize the importance of multiple viewpoints for understanding people, events and issues;
- empathize with people of different historical periods, places, and backgrounds;
- make connections and look for patterns to construct meaning from historic and current events;
- learn that most issues encountered in social studies are complex, need thoughtful analysis, and may lack simple solutions;
- form and express opinions by weighing information and evidence, but be willing to revise these opinions in light of additional information and perspectives;
- inquire into the costs and benefits of competing alternatives;
- visualize a better future and become active and responsible members of their communities;
- use peaceful and just strategies for resolving strongly-conflicting opinions.

## Geography

### Concepts

- The earth is made up of land and water.
- The globe is a model of the Earth.
- Maps are a way of showing places.
- The Earth has many different regions and climates.

### Questions for Study

1. How does the globe represent the Earth? What can we learn from a globe?
2. Why are maps useful? Can we make maps that show places?
3. Where are the oceans? Where are the continents? What are their names?
4. What are holidays and why do we celebrate them?

### Outcomes

1. The students will understand that the globe represents the earth and that there are many different people and places in the world. (MA G5)
2. The students will appreciate that they have a responsibility to care for the environment.
3. The students will be able to identify land and water on a globe.
4. Students will recognize maps as representations of places. (MA G5)
5. Students will make “maps” of the classroom using blocks or similar materials.
6. Students will describe the location and features of places in the immediate neighborhood of home/ school. (MA Pre-K–K.4)
7. Students will identify their full name, their address (including city, state and country – with guidance), and their phone number. (MA PreK–K.3)
8. The students will use directional words (up, down, near, far, left, right, straight, back, behind, in front of). (MA G4)

## Civics/Society

### Concepts

- Fairness
- Responsibility
- Rules
- Family
- Community
- Respect

## Questions for Study

1. How are the students in my class the same? How are we different?
2. How are our lives and cultures the same as / different from those of children in other places?
3. What are some important things to remember about working together in school and on the earth? (MA CG6)
4. Why do we have rules? What if we didn't have any rules? (MA CG6)

## Outcomes/Skills

1. Students will explore the differences / similarities between themselves and others, including an understanding of children who live in other places.
2. Students will name their classmates and other people who are significant to them, such as the custodian, secretary, principal, school counselor.
3. Students will explain the need and reasons for rules in a variety of settings; i.e., make classroom rules with children at the beginning of the school year; add to and modify the rules as the year progresses; describe why rules are needed and the implications if they were not in place; make and display posters to illustrate the rules. (MA CG6)
4. Students will explain the concepts of rights and responsibilities, fairness and non-violent conflict resolution; i.e., "Kindergarten Caring Rules"; discuss and specifically identify personal responsibilities, respect for people and things, and problem-solving behavior. (MA CG6)
5. Students will demonstrate how people cooperate to make a society work by taking responsibility and making decisions; i. e., actively involve children in problem solving and decision-making; use various strategies, including brainstorming and voting; and discuss reasonableness of solutions. (MA CG 6)
6. Students will show respect / responsibility for one's self and others, for belongings and school materials, and for the Earth. (MA CG 6)
7. Students will retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious use of authority, and explain how characters in the stories show these qualities. (MA PreK-K.5)

## History

### Concepts

- Time (year, day, long ago, before and after, yesterday, today, tomorrow, calendars)
- Make-believe
- Holidays

### Questions for study

1. What is the difference between make-believe and real?
2. What do we mean by yesterday? today? tomorrow?
3. How do we know about things that happened a long time ago?
4. Why do we celebrate holidays?

### Outcomes

1. Students will describe themselves in historical time and space (i.e., record height three times in one year). (MA PreK–K.2)
2. Students will explain how retelling can alter a story.
3. Students will be able to identify sequential actions, such as *first, next, last* in stories, and use them to describe personal experiences. (MA H1)
4. Students will use correctly words and phrases related to chronology and time (*now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last week, or next week, month, year and present, past and future tenses of verbs*). (MA H2)
5. Students will use correctly the word *because* in the context of stories. (MA H3)
6. Students will recognize the events or people celebrated during a selection of state and national holidays and tell why we celebrate them (Columbus Day; Thanksgiving; Martin Luther King, Jr. Day; President’s Day; and Memorial Day). (MA PreK–K.1 with APS editing)

## Economics

### Concepts

- Jobs/Work
- Buying/Selling
- Goods/Services

### Questions for study

1. How do people get money for the things they need?

### Outcomes

1. Students will understand that people work in order to get money for things they need. (MA PreK–K.9)
2. Students will give examples of goods and services people buy with money they earn from work. (MA PreK–K.10 and E7 and E8)
3. Students will give examples of different kinds of jobs that people do, including work people do at home. (MA PreK–K.8 and E7 and E8)