

Redford Union School District Kindergarten Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September - October	Who Am I?	<p>Students strengthen their sense of self and explore the importance of getting along with others and being responsible. Students explore ways that they are alike and different from other students in their class. They begin to identify the various roles they have (sister, daughter, friend, student, etc.) Students celebrate themselves by identifying their positive characteristics and examples of responsible actions. They begin to explore their role as students, and as a foundation for later lessons relating to geography, they begin to explore their classroom environment. Students explore different tools used to measure time and distinguish between yesterday, today, and tomorrow using a calendar. They create a timeline of their own life and discover that they have a past. Lessons in civics explore the importance of getting along with others, responsibility and good citizenship.</p>
2	November - January	Where Am I?	<p>Students begin to understand important geographic concepts such as location, place, and region, using environments which young students are familiar with including their classroom and school. Students are introduced to increasingly complex regions including communities, states, country, and our earth. Students practice using positional words to locate places and things. They explore the geographic themes of place and region as they learn how to describe important places in their immediate environment. The theme of location is reinforced as students learn how maps are used to represent places. Combining civics with geography, students are introduced to the concept of a country and learn how our flag functions as a symbol of our country. Students learn about the Earth and how humans interact with the environment in order to meet needs.</p>
3	February - March	How Do I Get What I Need and Want?	<p>Students begin to construct knowledge of important economic concepts including wants, trade, goods, and services. Students distinguish between wants and needs, then differentiate between goods and services. They recognize that goods and services help meet human wants. Students explore the concept of trade and connect trade to the method of obtaining goods and services to meet human wants. Lessons focus on building student understanding of the concept of goods, practicing historical inquiry as they look at old toys as examples of goods from the past. Students also learn how "gifts of the Earth" such as</p>

			trees and water are used to make goods.
4	April - June	How Do I Get Along with Others?	Students expand on their understanding of the concept of responsibility by reviewing a class book they wrote in a prior unit. Students focus on why it is important to be fair. They work together to solve classroom problems by applying a problem solving method. Students design and carry out a simple school-based project aimed at improving the environment in order to learn about civic involvement.