

SOCIAL STUDIES – GRADE K

Grade Level Overview

Focus Areas: *Geography, Ecology, Democratic Citizenship, Human Relationships*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. Students will be able to identify, at an introductory level, some geographical features around them, their rights and the rights of others, some basic ecological practices, how to care for self, and how to respond in social situations. Students will engage in a variety of learning experiences including literature-based sharing and responding, individual and group projects, multimedia presentations, and performance tasks. Assessment will include participation in class projects and presentations, teacher observation, and performance assessment of learning activities and tasks.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
2. Demonstrating a Sense of Chronology
3. Identifying, Classifying and Summarizing Ideas
 - Specific skill activities as they apply to identifying, comparing, and classifying
 - Practice with group and individual verbal summaries

B. Communication Skills

1. Writing and Research
 - Not applicable
2. Listening and Oral
 - Class discussions

(Content Strands cont.)

- Respond to specific skill activities as they apply to identifying, comparing, and classifying
- Practice with group and individual verbal summaries to reading material
- 3. Reading and Vocabulary
 - Focus on basic terminology
- C. Map and Globe Skills
 - Identification of simple maps
 - Specific map skills
- D. Group Participation Skills
 1. Conflict Resolution
 - Discussions related to classroom events
 - Discussion of classroom rules and options for conflict resolution
 2. Simulations
 - Group simulations as they apply to topic areas
 3. Class Discussion
 - On-going part of class
 - Both teacher- and student-developed topics

Social Studies Content Standards and Benchmarks

Standard 1: Students will demonstrate a grade level knowledge of geography. (SSCS—3)

Benchmarks

1.1 Students will become familiar with maps and globes. (3.4.1, 3.4.4)

Students will:

Essential Learnings	Assessment	Map
1.1.1 identify a map of the classroom.	V, O	I, D
1.1.2 determine a globe is a representation of the world.		I
1.1.3 differentiate between water and land on maps and globes.		I, D

Standard 2: Students will demonstrate a basic knowledge and understanding of ecological principles. (SSCS—1)

Benchmarks

2.1 Students will recognize the different uses of resources and know the importance of using them effectively and protectively. (1.4.3)

Students will:

Essential Learnings	Assessment	Map
2.1.1 define related terms (i.e. litter, pollution, recycle).	V, O	I
2.1.2 give examples of litter.		I, D

Standard 3: Students will demonstrate a basic knowledge and understanding of democratic citizenship. (SSCS—1, 2, 6)

Benchmarks

3.1 Students will comprehend democratic rights and responsibilities. (1.4.2, 2.4.5, 2.4.6, 6.4.7)

Students will:

Essential Learnings	Assessment	Map
3.1.1 understand group and individual rights. a) understand and follow classroom rules. b) accept responsibility for individual actions.	V, O for all.	I, D for all.
3.1.2 display behavior appropriate to the environment.		
3.1.3 show respect for rights of other individuals and groups.		

Standard 4: Students will demonstrate a basic understanding of human relationships. (SSCS—2, 4, 6)

Benchmarks

4.1 Students will understand a variety of social relationships including relationships with self. (2.4.5, 4.4.2, 4.4.4, 6.4.8)

Students will:

Essential Learnings	Assessment	Map
4.1.1 demonstrate self-awareness. a) relate important self information—first and last name, age, address, phone number. b) express personal choice. c) know each person is unique. d) identify qualities which make a person unique.	V, O for all.	I, D for all.
4.1.2 apply self-help skills. a) acquire self-help skills—lacing, zippers, snapping.		
4.1.3 understanding living with a variety of social relationships. a) explain how families are alike and different. b) identify different types of homes. c) identify basic needs which are met by the family. d) explain community workers—nurse, doctor, firefighter, police officer, garbage man.		
4.1.4 explore social celebrations through holidays.		