

# Social Studies, Kindergarten

**Time on Task:** 1 hour per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man’s beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

In Kindergarten, the focus is on the self, home, family and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.2. Social Studies, Kindergarten.</b>  <b>(a) Introduction.</b>          (1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire</p>	<p><b>Scope and Sequence</b>  <b>Social Studies K</b></p> <ul style="list-style-type: none"> <li>• Community Helpers             <ul style="list-style-type: none"> <li>• Pastor</li> <li>• Fireman</li> <li>• Policeman</li> <li>• Teacher</li> <li>• Doctor</li> <li>• Nurse</li> <li>• Dentist</li> <li>• Mailman</li> <li>• Mayor</li> <li>• Farmer</li> <li>• Waiter/Waitress</li> <li>• Baker</li> </ul> </li> <li>• Children of the World             <ul style="list-style-type: none"> <li>• Mexico</li> <li>• Peru</li> <li>• England</li> </ul> </li> </ul>	<p><b>Spiritual Goals</b>  <b>God’s intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"> <li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li> <li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li> <li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li> <li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li> <li>5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)</li> <li>6. To recognize that God wants us to</li> </ol>
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<p>information from a variety of oral and visual sources.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include You're a Grand Old Flag and a children's biography of George Washington. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code, §28.002(h).</p>	<ul style="list-style-type: none"> <li>• The Netherlands</li> <li>• Italy</li> <li>• Israel</li> <li>• Kenya</li> <li>• China</li> <li>• Japan</li> <li>• Australia</li> <li>• America: Our Great Country (map studies, famous Americans and places) <ul style="list-style-type: none"> <li>• Our Great Country</li> <li>• Fifty States – One Country</li> <li>• North and South America – Our Bib World</li> <li>• Christopher Columbus</li> <li>• The Pilgrims</li> <li>• Blessed by God</li> <li>• Indians</li> <li>• Eskimos</li> <li>• Hawaii</li> <li>• Our Flag</li> <li>• George Washington</li> <li>• Washington, D.C.</li> <li>• Abraham Lincoln</li> <li>• George Washington Carver</li> <li>• Statue of Liberty</li> </ul> </li> </ul> <p><b>Correlation with TEKS</b>  <b><u>Social Studies K</u></b>  A Beka Book  Student ISBN 26395018  <b><u>America Our Great Country</u></b></p>	<p>learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</p> <ol style="list-style-type: none"> <li>7. To recognize all believers are a part of God’s plan. (Ephesians 2:20; Romans 6;13)</li> <li>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</li> <li>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</li> <li>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</li> <li>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</li> <li>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</li> <li>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</li> </ol>
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<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands that holidays are celebrations of special events.  <i>The student is expected to:</i></p> <p>(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p><b>(2) History.</b> The student understands how historical figures and ordinary people helped to shape the community, state, and nation.  <i>The student is expected to:</i></p> <p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>(B) identify ordinary people who have shaped the community.</p> <p><b>(3) History.</b> The student understands the concept of chronology.  <i>The student is expected to:</i></p> <p>(A) place events in chronological order; and</p> <p>(B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p> <p><b>(4) Geography.</b> The student understands the concept of location.  <i>The student is expected to:</i></p> <p>(A) use terms, including over, under, near, far, left, and right, to describe relative location; and</p> <p>(B) locate places on the school campus and describe their relative locations.</p>	<p>Teacher ISBN 49786009  <u><b>Children of the World</b></u>  Teacher ISBN 54062008  <u><b>Community Helpers</b></u>  Teacher ISBN 20206009</p> <p>Lessons 10-13</p> <p>Lessons 10-13</p> <p>Lessons 4, 58, 61, 63</p> <p>Lessons 6-30</p> <p>Lessons 4, 5, 7, 11, 13  Lessons 4, 5, 7, 11, 13</p> <p>#18 Language Enrichment  #20 Numbers  Lessons 43, 45, 46, 68, 70  71, 75, 76, 78, 80, 81, 82, 85,  86, 88, 90, 91, 93, 95, 98,  100, 101, 103, 105, 106, 108,  110  1<sup>st</sup> Week Tour</p>	<p>a. God designed, created, and sustains His creation.  (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving.  (Luke 18:19, 1 John 4:16,  1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing.  (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority.  (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit.  (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe.  (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory.  (Psalm 8:1, Psalm 19:1)</p> <p><b>3. <i>What is a human being?</i></b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him.  (Psalm 100:3)</p> <p>b. Human beings are created in the</p>
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<p><b>(5) Geography.</b> The student understands the physical and human characteristics of the environment. <i>The student is expected to:</i></p> <p>(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and</p> <p>(B) identify the human characteristics of places such as types of houses and ways of earning a living.</p> <p><b>(6) Economics.</b> The student understands that basic human needs are met in many ways. <i>The student is expected to:</i></p> <p>(A) identify basic human needs; and</p> <p>(B) explain how basic human needs of food, clothing, and shelter can be met.</p> <p><b>(7) Economics.</b> The student understands the importance of jobs. <i>The student is expected to:</i></p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs.</p> <p><b>(8) Government.</b> The student understands the purpose of rules. <i>The student is expected to:</i></p> <p>(A) identify purposes for having rules; and</p> <p>(B) identify rules that provide order, security, and safety in the home and school.</p> <p><b>(9) Government.</b> The student understands the role of authority figures. <i>The student is expected to:</i></p> <p>(A) identify authority figures in the home, school, and community; and</p> <p>(B) explain how authority figures make and enforce rules.</p>	<p>Lessons 43, 45, 46, 68, 70, 71, 75, 76, 78, 80, 81, 83, 85, 86, 88, 90, 91, 93, 95, 98, 100, 101, 103, 105, 106, 108, 110, 111, 113, 115 Lessons 71, 73, 91, 93, 95, 96, 98, 100</p> <p><u>Children of the World</u> Lessons 31-120 <u>Children of the World</u> Lessons 31-120</p> <p>Lessons 6, 8, 10, 11, 13, 16, 18, 20, 21, 23, 26, 28, 30, 31, 33, 336 Lessons 6, 8, 10, 11, 13, 16, 18, 20, 21, 23, 26, 28, 30, 31, 33, 336</p> <p>Lesson 13 Yello Dyno - Children's Advocacy Center Program, 4 different sessions about personal safety</p> <p>Lessons 10, 11, 113, 21, 33</p> <p>Lessons 36, 60</p>	<p>image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. <i>What happens to a person at death?</i></b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a</p>
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<p><b>(10) Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the flags of the United States and Texas;</li> <li>(B) recite the Pledge of Allegiance; and</li> <li>(C) explain the use of voting as a method for group decision making.</li> </ul> <p><b>(11) Culture.</b> The student understands similarities and differences among people. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) identify personal attributes common to all people such as physical characteristics; and</li> <li>(B) identify differences among people.</li> </ul> <p><b>(12) Culture.</b> The student understands how people learn about themselves through family customs and traditions. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) identify family customs and traditions and explain their importance;</li> <li>(B) compare family customs and traditions; and</li> <li>(C) describe customs of the local community.</li> </ul> <p><b>(13) Science, technology, and society.</b> The student understands ways technology is used in the home and school. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) identify examples of technology used in the home and school; and</li> <li>(B) describe how technology helps accomplish specific tasks.</li> </ul> <p><b>(14) Science, technology, and society.</b> The student understands ways in which technology has changed how people live. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) describe how his or her life might be different without modern technology; and</li> <li>(B) list ways in which technology meets people's needs.</li> </ul>	<p>Lesson 56, Morning Pledges Lessons 1-170, Pledges Lessons 36, 60</p> <p>Lessons 61-120</p> <p>Lessons 61-120</p> <p>Lessons 5, 6, 7</p> <p>Lessons 5, 6 Lesson 6</p> <p>Teacher-created Lesson – Media Teacher-created Lesson – Media</p> <p>Missionary discussion: Mexico and Peru (Social Studies) <u>Children of the World</u> Lessons 1-7 Kenya (Social Studies) <u>Children of the World</u> pp. 12-21 All Lessons <u>Children of the</u></p>	<p>choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <ul style="list-style-type: none"> <li>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</li> <li>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</li> </ul> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <ul style="list-style-type: none"> <li>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</li> <li>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</li> <li>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</li> <li>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</li> </ul>
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<p><b>(15) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  <i>The student is expected to:</i></p> <p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p> <p>(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;</p> <p>(C) sequence and categorize information; and</p> <p>(D) identify main ideas from oral, visual, and print sources.</p> <p><b>(16) Social studies skills.</b> The student communicates in oral and visual forms.  <i>The student is expected to:</i></p> <p>(A) express ideas orally based on knowledge and experiences; and</p> <p>(B) create and interpret visuals including pictures and maps.</p> <p><b>(17) Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  <i>The student is expected to:</i></p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p><u>World</u></p> <p>Grandparent Visitation</p> <p>Lessons 66, 68, 71, 73, 75, 76, 78, 80, 83, 85, 86, 90, 91, 93, 95, 98, 100, 101, 105, 106, 108, 110, 113, 115  Lessons 91-120  Teacher-created Lesson – Media</p> <p>Show and Tell, Lessons 1-15</p> <p>Lesson 38</p> <p><u>Love and Logic</u> – Behavior Bible Lessons  Story Time</p> <p><u>Love and Logic</u> – Behavior Bible Lessons  Story Time</p> <p><b>Student Activities</b>  Role Play  Games/Puzzles</p>	<ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. <i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we have become less able to discern good and evil and less able to</li> </ul>
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	<p>Stories Books Songs Art Projects Cooperative Learning Journaling Graphic Organizers Small Groups Drawing Manipulatives Writer's Workshop Portfolio Maps Character Study</p> <p><b>Teaching Strategies</b> Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning Guest Speakers Visual Aids</p> <p><b>Evaluation Procedures</b> Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio Class Review</p>	<p>know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God's moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p>
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	<p><b>Other Resources and Bibliography</b> Yello Dyno - Children's Advocacy Center Program, 4 different sessions about personal safety</p>	<p><i>What should our response be to God? What were we made for?</i></p> <p><b>We were made to</b> <b>Love</b> – Matthew 22:37, <b>Worship</b> – Romans 12:1, <b>Obey</b> – 2 John 6, and <b>Give Glory</b> – Psalm 96:3.</p>
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