

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Kindergarten Social Studies: Myself and Others**



UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
<p><b>Unit 1:</b> How do I get along with others?</p>	<p>K - C2.0.2: Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).                      K - C2.0.3: Describe fair ways for groups to make decisions.                      K - C5.0.1: Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).                      K - P3.1.1: Identify classroom issues.                      K - P3.1.2: Use simple graphs to explain information about a classroom issue.                      K - P3.1.3: Compare their viewpoint about a classroom issue with the viewpoint of another person.                      K - P3.3.1: Express a position on a classroom issue.                      K - P4.2.1: Develop and implement an action plan to address or inform others about a public issue.                      K - P4.2.2: Participate in projects to help or inform others</p>	<p>citizenship                      common good                      fairness                      problem solving                      responsibility                      rights</p>	
<p><b>Unit 2:</b> How do I get what I want and need?</p>	<p>K - E1.0.1: Describe economic wants they have experienced.                      K - E1.0.2: Distinguish between goods and services.                      K - E1.0.3: Recognize situations in which people trade.</p>	<p>economic wants                      needs                      services                      trade</p>	

<p><b>Unit 3:</b> Where Am I?</p>	<p>K - H2.0.3: Identify the beginning, middle, and end of historical narratives or stories.  K - G1.0.1: Recognize that maps and globes represent places.  K - G1.0.2: Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.  K - G2.0.1: Identify and describe places in the immediate environment (e.g., classroom, home, playground).  K - G5.0.1: Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).  K - C2.0.1: Identify our country's flag as an important symbol of the United States.</p>	<p>community  country  Earth  food  location  map  needs  patriotism  place  shelter  state</p>	<p>Identifying the flag of our country</p>
<p><b>Unit 4:</b> Who Am I?</p>	<p>K - H2.0.1: Distinguish among yesterday, today, tomorrow.  K - H2.0.2: Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).  K - H2.0.3: Identify the beginning, middle, and end of historical narratives or stories.  K - H2.0.4: Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).  K - G2.0.1: Identify and describe places in the immediate environment (e.g., classroom, home, playground).  K - C2.0.2: Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).  K - C5.0.1: Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p>	<p>change  citizenship  common good  cooperation  different  diversity  future  geographic theme of place  historical evidence  history  past  present  responsibility  same  school  sequence  time  timeline</p>	<p>Individual Student Timeline</p>