

# Kindergarten Social Sciences *Progress Report Indicators*

<p align="center"><b>First Trimester</b> Civics (19–22 Days)</p>	<p align="center"><b>Second Trimester</b> Civics and Geography (32–34 Days)</p>	<p align="center"><b>Third Trimester</b> Economics (28–32 Days)</p>
<p><b>STANDARD 4—Understand how citizens exercise the roles, rights and responsibilities of participation in civic life.</b></p>	<p><b>STANDARD 4—Understand how citizens exercise the roles, rights and responsibilities of participation in civic life.</b></p> <p><b>STANDARD 2—Know the physical and human characteristics of places, and use this knowledge to define and study regions and other patterns of change.</b></p>	<p><b>STANDARD 1—Understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.</b></p>
<p><b>Respecting Ourselves, Our Families, and Our Friends (Lessons 1–20)</b></p> <p>1. Describe who they are, what they look like, what they care about, how they feel, and things they can do (4.1).</p> <p><input type="checkbox"/> For example, create “Who Am I?” books that provide clues about themselves to help classmates guess who each book describes (BOE).</p> <p>2. Explore what makes families special (4.1, 4.3, 4.4).</p> <p><input type="checkbox"/> For example, make books about gifts their family members give one another (BOE).</p> <p>3. Describe how and why it is important to get along with others and turn taking (4.1, 4.3, 4.4).</p> <p><input type="checkbox"/> For example, create a class “We Get Along” quilt to demonstrate what they learned (BOE).</p>	<p><b>Making Friends and Solving Problems (Lessons 1–10)</b></p> <p>1. Explain the four skills for making friends (4.1, 4.3, 4.4).</p> <p><input type="checkbox"/> For example, role-play making friends at different stations (i.e. blocks, books, and drawings where students create a class “We Are Friends!” banner) (BOE).</p> <p>2. Explain the four steps to help them solve problems with others (4.1, 4.3, 4.4).</p> <p><input type="checkbox"/> For example, participate in an interactive puppet show in which they apply their newfound knowledge (four steps) by helping characters resolve a problem (BOE).</p>	<p><b>Individuals and societies make choices about resources (Lessons 1–20)</b></p> <p>1. Explain the differences between needs and wants (1.1).</p> <p><input type="checkbox"/> For example, create a classroom chart of needs and wants that will be built throughout the unit, culminating in mini-books written by each student (BOE).</p> <p>2. Explain scarcity, choice, and opportunity costs (1.1).</p> <p><input type="checkbox"/> For example, in decision-making teams, analyze scarcity, choice, and opportunity by making products of found objects (BOE).</p> <p>3. Understand the decision-making process (1.1).</p> <p><input type="checkbox"/> For example, learn that needs must be considered first in making decisions by creating posters about natural resources (BOE).</p>

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<b>STANDARDS 4 and 2 (Continued)</b>		
	<p><b><i>Culture(s) and Experience(s) Influence Peoples' Perceptions (Lessons 11–30)</i></b></p> <ol style="list-style-type: none"> <li>1. <b>Explain how people live around the world (2.3).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For example, create mini-books illustrating concepts of needs people share around the world (BOE).</li> </ul> </li> <li>2. <b>Use a globe to find land, water, mountains, islands and continents (2.3).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For example, create mini-books illustrating their place in the world (BOE).</li> </ul> </li> <li>3. <b>Explain common characteristics of different cultures (2.3).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For example, analyze the many types of bread eaten in all cultures by sampling and graphing bread types (BOE).</li> <li><input type="checkbox"/> For example, make mini-books showing common cultural elements. (BOE)</li> </ul> </li> <li>4. <b>Explain unique characteristics of different cultures.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For example, analyze how students learn around the world by creating a Venn diagram (BOE).</li> <li><input type="checkbox"/> For example, investigate how cultures are unique and create a collage representing new understandings (BOE).</li> </ul> </li> </ol>	











































