

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks

Kindergarten

SS.ESK. -- 1. Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

SS.ESK.1a - c Benchmarks

The student will be able to:

1. Explore similarities and differences in groups. (GE, MCGF, HOTS)
2. Identify ways (stories, folk tales, music and art) in which people express their culture. (GE, CS, MCGF)
3. Identify how all people meet their basic needs. (GE, MCGF)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 2. Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE, NCDG)

SS.ESK.2a – c Benchmarks

The student will be able to:

1. Understand Who am I? What is past/present? How am I connected to the past? How can I learn about the past? (SC, HOTS)
2. Describe an event or situation from different perspectives. (CS, HOTS)
3. Tell different stories or accounts of past events, people and places. (CS, HOTS, GE)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 3. People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS,GE

SS.ESK.3 a – c Benchmarks

The student will be able to:

1. Explore how geography affects where people live and how it meets their wants and needs. (GE, MCGF)
2. Use maps of places that show skill in relative location, direction and size and shape. (GE,LS)
3. Use a map of Iowa to show skills in relative location direction, size and shape. (GE, LS)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 4. Individual Development and Identity : The students will utilize knowledge of individual development and identityto gain insight into personal behavior. (CE,ES, NCDG)

SS.ESK.4 Aa – e Benchmarks

The student will be able to:

1. Describe personal changes over time, (physical, growth, mental, social) . (CS,HOTS)
2. Work independently to accomplish a goal. (CE,S)
3. Identify ways family affects the student’s behavior. (GE)
4. Describe the unique features of nuclear and extended families. (GE)
5. Understand that people belong to some groups because they are born into them and some because they join them. (GE)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 5. Individuals, Groups, and Institutions : The students will understand how

institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE, ES, NCDG, MCGF)

SS.ESK.5 a – b Benchmarks

The student will be able to:

1. Identify groups that shape your role as an individual. (CE,ES)
List examples of how rules control a person's behavior. (CE, ES, CS)
2. List examples of institutions on society. (CS, HOTS)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 6. Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE, ES)

SS.ESK.6 A-C Benchmrks

The student will be able to:

1. Identify the idea of leadership. (ES, CE, NCDG)
2. Identify the duties of a citizen. (CE,ES, NCDG)
3. Give examples of the wants of needs of most people. (CE,CS)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 7. Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES, GE)

SS.ESK.7 a – c Benchmarks

The student will be able to:

1. Identify a person's wants and needs. (HOTS, CS)

2. Describe what workers produce. (CE, GE, CS)
3. Give examples of groups that produce goods and services. (HOTS, GE)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 8. Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH, GE)

SS.ESK. 8 a - c Benchmarks

The student will be able to:

1. Identify examples of how technology and science have changes people's lives. (TECH)
2. List ways how science and technology can promote the common good. (TECH, CS)
3. Demonstrate the use of information problem solving skills (The Big Six) to access, evaluate and use information in social studies learning. (HOTS, ES, GE, CE]

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 9. Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE, CE, ES, NCDG)

SS.ESK. 9 a – d Benchmarks

The student will be able to:

1. List ways people in different places find ways to interact. (GE)
2. Explore ways art, music, and personal stories increase global understanding. (GE)
3. Identify some areas of concern in the world, like pollution, endangered species. (GE)
4. List those standards of treatment that all people deserve. (CE,ES)

Assessed by: Classroom Charting, Student Participation/Teacher Observation

SS.ESK. 10. Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES, NCDG)

SS.ESK.10 a - e Benchmarks

The student will be able to:

1. Identify examples of rights and responsibilities of citizens. (ES, CE)
2. Discuss and practice qualities of citizenship in a democratic republic. (ES,CE,CS)
3. Discuss how citizens can make their ideas known. (HOTS,CE, CS)
4. Demonstrate the cognitive understanding and application of Character Counts. (CE, GE, ES)
5. Students will plan, implement and reflect on a service project in the community. (CS, LS, ES)

Assessed by: Classroom Charting, Student Participation/Teacher Observation/Student reflection

SS.ESK. 11. Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS)

SS.ESK.11 a- d Benchmarks

The student will be able to:

1. Check over their work, ask for help, seek answers to their questions, learn and listen from others, and be kind to others (critical thinking). (HOTS, ES)
2. Be creative, keep trying even when it gets hard, and push themselves to do their best job (creative thinking. (HOTS, ES)
3. Make a plan to follow, gather resources to use, and think about ways they can im-

prove their work (self-regulation). (HOTS, NCDG)

4. Use the seven reading comprehension strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Classroom Charting, Student Participation/Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

Textbook: My World, Houghton Mifflin Publishing Co., 2005

Textbook Supplementary Materials

Maps and Globe Materials:

Video Topics: Cultures, Careers (What I Want to be When I Grow Up)

Trade books Topics:

Kdg. library of Career books

Famous Americans

Self and Family

Life long ago and today(transportation, technology, etc)

Human Resources:

Community speakers: Mayor, City Police, Deputy Sheriff, Local farming originations

Field Trips: Post Office, Bakery, Clinic, Sheriff, Court House, Dentist, Community Center, Care Center,

farms (Pork, Dairy, Emu, Mink, Ostrich)

Partner in Education Activities/Projects

Computer programs: Kid works, Kidpix, Trudies Time House (a forum for student expression)

Internet Websites: <http://www.hbschool.xx>

Possible Projects at the Kindergarten Level to facilitate Service Learning

Students will have the opportunity to look for a service project in the community that could be performed by the whole class or individuals in the class. In the event that a need is not made known to the students, these are other possible service learning projects for kindergarten students.

Pick up litter throughout the year around the playground and other school property.

Visit the care center and perform. Make an art project or gift to present to the residents of the Care Center.

Perform at the Senior Citizen's Center. Make May baskets, Easter baskets, Christmas cards, Valentine cards, or some kind of project or favor to share with the senior citizens.

Collect pop tabs for the Ronald McDonald House

. Collect milk moola strips for school projects.