Vermont Early Learning: Social Studies

Kindergarten

Inquiry	**Children make sense of the world around them by actively gathering and interpreting information.** 1 Initiate inquiry by developing a question (e.g., I wonder.., Why?) 2 Identify resources for finding answers to the questions (e.g., books, people, internet) 3 Design investigation by explaining what their jobs will be during an inquiry 4 Develop a hypothesis by sharing ideas about possible answers to the questions 5 Conduct research by asking questions and observing during investigation 6 Organize and display information found (e.g., table, chart) 7 Discuss information found and if it answered question 8 Identify ways they will show they have learned 9 Record observations with words, symbols or pictures 10 Develop reasonable explanations that answer the question by analyzing the evidence 11 Make connections by proposing solutions to problems and asking other questions 12 Communicate findings from the inquiry by presenting them, using pictures, writing a story, dictating ideas to teacher
Family and Community; Civics, Government & Society	**Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.** 1 Act as citizens by contributing to the life of the class and school 2 Explain that rules are established for the benefit of individuals and groups 3 Identify people in the community who make, apply and enforce rules at home, school and community (e.g., police, school principal) 4 Identify people in the community who help to meet the needs of people in the community (e.g., firefighters, doctors) 5 Communicate with individuals and groups and identify feelings that might lead to interpersonal conflicts 6 Name various social, economic and governmental institutions in the community (e.g., school, church, grocery store)

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Physical & Cultural Geography	**Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.** 1 State own name and address 2 Describe the boundaries that define neighborhood 3 Identify what a map or globe is and what its purpose is 4 Use vocabulary that defines location in space (e.g., near, far, below, above) 5 Use a simple map to find something 6 Create a simple map 7 Describe ways in which they take care or hurt the environment and how they adapt to their physical environment (e.g., dressing for winter) 8 Identify the ways culture is expressed in their families 9 Appreciate the differences and similarities among people (e.g., physical characteristics, cultures, likes and dislikes)
History	**Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.** 1 Differentiate between past, present, and future 2 Identify objects from long ago and today 3 Connect the past with the present by describing the way family life has changed and stayed the same over time 4 Identify how events and people have shaped their families 5 Investigate the different ways that humans interpret history by: (1) collecting information about the past by interviewing a parent or grandparent, and (2) differentiating among fact, opinion, and interpretation when sharing stories or retelling events 6 Place events from own lives in correct sequence 7 Demonstrate understanding of past, present, and future by constructing a timeline of events in own lives 8 Differentiate between broad categories of time (e.g., yesterday, today, tomorrow, long ago) 9 Identify an important event in their lives
Economics	**Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.** 1 Participate in activities as a buyer or seller (e.g., store in dramatic play, a school store)

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2 Identify economic activities that use resources in the local community (e.g., famers' markets)

3 Identify jobs people do at home and at school

4 Describe ways in which people exchange money for goods

5 Differentiate between basic needs and wants (e.g., food, clothing, shelter and affection vs toys and candy)

6 Explain why people earn, spend and save money