

Introduction

Curriculum Overview

Congratulations on choosing an outstanding Kindergarten curriculum! Using this curriculum, you and your student will be engaged in cooking, reading fiction and nonfiction selections, visiting community helpers, playing games, making a windsock, recreating President Lincoln's top hat, building a log cabin, constructing a globe, and a plethora of other activities. One of the advantages in selecting Texas Tech University K-12 curriculum is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teacher's classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of the **Unit Projects**. For each Unit Project, scan or take digital photographs of the completed pages showing the student's work. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

Kindergarten Social Studies

The study of people and places in a community is a good point to begin expanding global awareness. Communities are shaped by people who live in them. Many different things characterize a community. These include housing, transportation, jobs, and social responsibilities. Workers in a community carry out jobs that are needed to make a community function better. We will examine the jobs seen in a community and the workers who perform them. Transportation offers ways of moving people and goods from place to place. Locating various places in the community gives a sense of belonging. Using mapping skills will give the student an awareness of geographic terms.

Stepping a little further out, we take a look at the state of Texas from past to present, learning what it means to be a Texan. Texas history, facts, government, and occupations are a small portion of what is learned about this "big" state. History describes events and people of other times and places. We will be looking at past event in legends, stories, and historical accounts of a few important people of the United States. People and events are honored by certain holidays. Respecting the American flag, the Pledge of Allegiance, and the leader of our country all are part of being a good citizen.

In the final unit, developing an awareness that our world is a great big world is shown by studying a globe, locating land and water forms, and learning about children near and far. When

comparing differences in characteristics, environments, and daily activities, will build a bridge across cultures.

Course Objectives

The social studies curriculum covers all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives for kindergarten social studies. At the end of this course, your student should be able to:

- explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day;
- identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day;
- identify the contributions of historical figures, such as Stephen F. Austin and George Washington, who helped to shape our state and nation;
- identify ordinary people who have shaped the community;
- use terms including *over*, *under*, *near*, *far*, *left*, and *right* to describe relative location;
- locate places on the school campus or around the home and describe their relative locations;
- identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;
- identify the human characteristics of places such as types of houses;
- identify jobs in the home, school, and community;
- explain why people have jobs;
- identify purposes for having rules;
- identify rules that provide order, security, and safety in the home and school;
- identify authority figures in the home, school, and community;
- explain how authority figures make and enforce rules;
- identify the flags of the United States and Texas;
- recite the Pledge of Allegiance;
- explain the use of voting as a method for group decision-making;
- identify personal attributes common to all people such as physical characteristics;
- identify differences among people;
- identify family customs and traditions and explain their importance;
- compare family customs and traditions;
- identify examples of technology used in the home and school;

- describe how technology helps accomplish specific tasks;
- describe how his or her life might be different without modern technology;
- list ways in which technology meets people's needs;
- obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;
- express ideas orally based on knowledge and experiences;
- create and interpret visuals including pictures and maps.

Handwriting

Handwriting is taught in the Language Arts course. However, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique. When teaching your child handwriting, please consider the appropriate letter formation and spacing. Please refer to the manuscript chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

Traditional Manuscript



Books and Materials for SOCS K this Semester

Required Books

These books can be purchased from any book vendor or borrowed from your public library.

- Adler, *A Picture Book of Abe Lincoln* (Holiday House, 1990), ISBN 0823408019
- Adler, *A Picture Book of George Washington* (Holiday House, 1995), ISBN 0823408000
- Brett, *Armadillo Rodeo* (Puffin Books, 2004), ISBN 0142401250
- Crane, *L is for Lone Star* (Thomson Gale, 2001), ISBN 1585360198
- Kalman, *Community Helpers from A to Z* (Crabtree Publishing, 1997), ISBN 0865054045
- Kalman, *What is a Community? from A to Z* (Crabtree Publishing, 1999), ISBN 0865054142
- Martin, *I Pledge Allegiance* (Candlewick Press, 2004), ISBN 0763625272
- Miller, *Guess Who?* (William Morrow & Company, Inc. 1994), ISBN 0688127843
- Montanari, *Children Around the World* (Kids Can Press, 2004), ISBN 1553376846
- Scarry, *Cars, Trucks, and Things That Go* (Golden Books, 1974), ISBN 0307157857
- Scillian, *A is for America* (Thomson Gale, 2001), ISBN 1585360155
- Scott, *Cowboy Country* (Houghton Mifflin Company, 1996), ISBN 0395764823
- Sweeney, *Me on the Map* (Dragonfly Books, 1998), ISBN 0517885573
- Treays, *My Town* (Usborne Publishing, Ltd., 1998), ISBN 0746030797

Materials

- alcohol
- allspice
- audio recording of “Mexican Hat Dance”
- bananas
- biscuits, 1 can
- black flannel, 9½” × 12” piece
- blanket or towel
- box or bag

- boxes, small, different shapes
- camera
- cheese nachos or other Mexican dish
- cherry pie filling, 1 can
- chocolate frosting
- chocolate syrup
- chopsticks
- Christmas lights
- clay
- compass
- cowboy outfit (can be assembled from odds & ends around the house)
- crayons
- crepe paper, red and white, 8” strips
- cupcake mix
- cups, small, 2
- dark molasses
- felt-tip pens
- file folders, 2
- flour
- food coloring, red
- ginger
- globe
- glue
- glue gun
- green tea
- heavy cardboard or plywood
- hole punch
- ice cream sticks (craft sticks)
- inkpad, blue
- Internet access (optional)

- knives, plastic
- M&M[®] candies
- magazines, old
- maps of various kinds, including Texas and the United States
- markers
- measuring cup
- milk carton, small
- Minute Rice[®]
- models (toy cars, airplanes, etc.)
- newspaper
- nutmeg
- objects that represent various occupations (hammer, stethoscope, letter, shampoo, uniform hat, etc.)
- old plastic container
- old spoon or stick
- one-dollar bill
- paintbrushes
- paper plate
- paper towels, regular and heavy duty white
- paper: construction, drawing, plain white
- peanuts, finely chopped
- peas, cooked
- pencils
- penny, clean
- pictures: the White House, Mexican flag, African women wearing many layers of necklaces, Kenyans carrying things on their heads, and various scenes and symbols of Mexico, Africa, and Japan
- plastic to cover work area
- pound cake
- pretzel sticks
- quarter

- rags
- round balloon
- salt
- scissors
- scrap wood or paper towel rolls
- shortening
- soda
- sombrero or wide-brimmed hat
- sprinkles for cupcakes: red, white, and blue
- stapler
- star stickers (optional)
- straws
- string, 12” piece
- sugar
- tape
- teaspoon
- tempera paints
- Texas-shaped pasta
- tissue paper, red
- toy vehicles and people
- trail mix ingredients: M&M[®] candies, pretzels, nuts, Cheerios[®], raisins, cheese crackers, chocolate or peanut butter chips, etc.
- U.S. flag or picture of flag
- vinegar
- water
- wooden craft beads or buttons
- yarn
- zip-close bags (one 1-gallon)

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades.

The student will be graded on completion of the projects for each unit. The parts of each project are listed below. Projects will be uploaded to Texas Tech University K-12 for grading on Days 100, 125, and 150.

After completing each Unit, scan or take digital photographs of the assessment pages showing the student's work. Combine the images into a **single PDF** (see "Requirements for Creating PDFs" on the course home page). When you save the document, use the naming convention given for each Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for projects

Unit 4 Checklist

- Day 92: Going Places booklet
- Day 99-100: Building a Community model

Unit 5 Checklist

- Day 110: "A cowboy can..." story
- Day 113: Our Flag collage
- Day 125: "If I were president..." story

Unit 6 Checklist

- Day 130-136: Creating a papier mâché globe
- Day 148-150: File folder book on Mexico, Africa, and Japan