

KINDERGARTEN LEARNING AND WORKING NOW AND LONG AGO

In Kindergarten, children first begin to understand that school is a place for learning and working. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. Children also learn that the choices they make have consequences for themselves and others. This is knowledge that is necessary for good civic behavior in the classroom and in the larger society. Children also discover how other people have learned and worked together by hearing stories of times past.

Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with social studies includes more than reading and writing.

LEARNING TO WORK TOGETHER

Children make their way as learners, workers, and classroom participants in the Kindergarten classroom. They must learn to share the attention of the teacher with others and learn to consider the rights of others in the use and care of classroom materials. Such understandings will be deepened and enriched if teachers use classroom problems that inevitably arise as opportunities for problem solving. Children must have opportunities to discuss more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. To further support these understandings, teachers should introduce stories, fairytales, and nursery rhymes that incorporate conflict and resolution that are both interesting and understandable for young children. Discussions about the books are intended to help them acquire those values of deliberation and individual responsibility that are consistent with the democratic ethic.

EXPLORING, CREATING AND COMMUNICATING

Children should have opportunities to build their self-worth by exploring, creating, solving problems, communicating, and assuming individual and group responsibilities in their immediate world which is the classroom - as well as extending these opportunities to the larger world of school and in the neighborhood. Neighborhood topography, streets, transportation systems, structures and human activities should be explored. Large building blocks, wood, tools and miniature vehicles as well as imaginative and improvisational objects including workers' clothing and hats, assist children in constructing real and imagined neighborhood landscapes and structures. Picture files, stories, and books should be used to deepen children's information about the places they are creating.

REACHING OUT TO TIMES PAST

In Kindergarten, children take their first vicarious steps into times past. Well-selected stories can help children develop a beginning sense of historical empathy. They should consider how it might have been to live in other times and places and how their lives would have been different. They should observe different ways people lived in earlier days, for example, getting water from a well, growing their food, making their clothing, and having fun in ways that are different from those of today. They can compare themselves with children in a variety of stories.

GRADE LEVEL: KINDERGARTEN

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students access, synthesizes, and evaluates information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

- RI.KI.1** With prompting and support, ask and answer questions about key details in the text.
- RI.KI.2** With promoting and support, identify the main topic and retell key details of a text.
- RI.KI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.CS.4** With prompting and support, ask and answer questions about unknown words in a text.
- RI.CS.5** Identify the front cover, back cover, and title page of a book.

WRITING

- WR.TT.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- WR.TT.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- WR.TT.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- WR.PD.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

<p>RI.CS.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information of a text.</p> <p>RI.IK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.IK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.IK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.RR.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>WR.PD.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>WR.RB.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about Tribal Nations.</p> <p>WR.RB.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<p>IEFA: ESSENTIAL UNDERSTANDINGS</p>	<p>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</p>
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> ● Identification of students’ own cultural backgrounds and exposure to cultures different from their own. ● Awareness, appreciation, and respect for differences and similarities among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies. ● Identification and location of Montana Indian Tribal Nations.
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> ● Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students. ● Familiarity with a diverse range of individual perspectives while recognizing human universals. ● How individual Native Americans are similar to and different from each other.
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many</p>	<ul style="list-style-type: none"> ● Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups. ● Origin stories and other traditional stories of American Indian Tribal

<p>American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<p>Nations.</p>
<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian Tribal Nations had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> • Reservations as communities.
<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • N/A
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • Stories of subjective experiences by Montana American Indians. • Exposure to and understanding another point of view or way of thinking.
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the</p>	<ul style="list-style-type: none"> • N/A

<p>extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	
ESSENTIAL QUESTIONS - KINDERGARTEN	
<ul style="list-style-type: none"> • How is my life the same or different from a child's life long ago? • What can we accomplish when we work together? • How can learning about our community enrich our life (classroom, school, and neighborhood)? 	
TOPICS AND KEY CONCEPTS - KINDERGARTEN	
<p>TOPICS</p> <ul style="list-style-type: none"> • Looking at now and long ago • Learning to work together • Exploring creating and communicating 	<p>KEY CONCEPTS</p> <p>Culture</p> <ul style="list-style-type: none"> • Understand that history relates to events, people, and places of other times. • Recognize the national flag. <p>Industrial Development and Identity</p> <ul style="list-style-type: none"> • Understand that being a good citizen involves acting in certain ways. <p>People, Places, and Environment</p> <ul style="list-style-type: none"> • Match simple descriptions of work people perform in our community to the name of their job title. • Compare and contrast the location of people, places and environments and describe their characteristics. <p>Time, Continuum and Change</p> <ul style="list-style-type: none"> • Compare and contrast everyday life in different times and places. • Recognize that some aspects of people, places, and things change over time while others stay the same.