

2011

Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

Kindergarten Standards

Catholic Schools Office
1626 N. Union Street
Wilmington, DE 19806
www.cdow.org



What is Social Studies?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Why Is Social Studies important?

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*

Social Studies in the Catholic School

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

Scope and Sequence

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I*

10 – World History II*

11 – United States History (Emphasis on 20th Century to Present Day)*

12 – Elective*

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*Secondary courses may vary as to which year a particular course is required.

Kindergarten Standards – Self

History

- H1** Introduce temporal sequence. Recognize that history describes events and people from past times and places by examining legends, stories, and holidays.
- H2** Identify and discuss events in the student's life. Place events in chronological order and understand the difference between the present and past and begin to recognize that things change over time.
- H3** Recognize the uniqueness of self and others. Understand that each person is a member of several groups (family, school, church, etc.). Introduce that rules are needed to get along with others.
- H4** Recognize that families are alike and different. Introduce the idea of family holidays, traditions, and customs.
- H5** Describe the role of the Catholic Church in events in students' lives.

Geography

- G1** Introduce maps as a representation of where things are. Draw a map of a classroom and/or a bedroom and identify the furniture, windows, and doors.
- G2** Understand that maps and globes show location, distance, and direction. Introduce personal and relative directions (left, right, above, below, near, far) and apply them to maps. Identify areas of land and water on a globe.
- G3** Recognize the similarities and differences of lifestyles in urban, rural, and shore communities.
- G4** Know personal street address, city or town, and state. Know name and city or town of school.

Civics

C1 Recognize the rules and responsibilities of self. Understand the voting process as it pertains to majority rule.

C2 Recognize that being a member of a group requires respect and cooperation with others and with leaders. Understand the importance of following rules and know that there are consequences for breaking them.

C3 Recognize patriotic symbols (American flag, Pledge of Allegiance, picture of the President), songs, and the flag of student's state.

C4 Introduce and discuss age appropriate current events.

C5 Introduce service learning.

Economics

- E1** Understand why people work (to earn money to buy the things they need and want). Give examples of things people buy. Explain that goods are things that people make or grow.
- E2** Match simple descriptions of types of work that people do with the names of those jobs, include jobs at home, school, and community.
- E3** Recognize the difference between needs (food, clothing, and shelter) and wants (things people would like to have).
- E4** Identify ways that people travel on land, water, and air. Explain how transportation is used to move people and goods from place to place.

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