

4th Quarter- Social Studies	WHAT IS MY CHILD LEARNING?	HOW CAN I HELP AT HOME?
Kindergarten	<p><u>American History/ World History</u></p> <p>Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>Sequence recounts of historical events and people using the concepts of before and after.</p> <p>Recognize that early civilizations improved their lives through advancements (i.e., domestication of animals, tools, farming methods, calendars).</p> <p>Recognize that groups of people in early civilizations moved from place to place (e.g., Asians, people of the Americas, Africans, Europeans).</p> <p>Recognize that explorers (e.g., Columbus, Leif Ericson, Marco Polo) traveled to places in the world that were new to them.</p> <p>Recognize that exploration resulted in the exchange of new ideas, culture, and goods (e.g., foods, animals, plants, artifacts).</p>	<ul style="list-style-type: none"> • Ask your student to remember their birthday last year. Ask them what they did to celebrate. Explain that it is in the past, part of history. • Tell your student what you used to do for fun as a kid. Explain that you had different toys and entertainment when you were a kid (no iPads, no Xboxes...). • Tell your student what you did for your birthday when you were a kid. Use the terms before and after. • Remind students about historical figures they learned last quarter (George Washington and Abraham Lincoln). Discuss how they got from place to place (transportation). Discuss how they did not have cars, trains, or airplanes and it took a long time to get place. You can also discuss really early civilizations such as the Egyptian and explain that they also did not have the same transportation they we do in present day. • Discuss with students Native American tribes. Explain that they lived long ago and that they did not have supermarkets to get their food and water. They would often have to travel far and move from place to place to find animals to hunt in order to eat. • Explain to students that long ago (before airplanes, trains, and cars) traveling from place to place took a really long time and could be dangerous. People usually did not go too far from home, however a few started to, to see what else was out in the world. These people were called explorers. • Branching off of the last conversation, explain to your students that as the explorers visited new place they shared ideas. They would tell, sell, or trade with people and the natives (or people that lived in the new land that was

		<p>being visited) would tell, sell, or trade with the explorers who would take the new information back home and share with the people home</p>
	<p style="text-align: center;"><u>Geography</u></p> <p>Recognize the differences between maps and globes.</p> <p>Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p> <p>Determine the relative location of objects using the terms near/far, behind/in front, under/over, here/there, left/right, up/down.</p> <p>Identify land and water on maps, illustrations, images and globes.</p> <p>Locate continents and oceans on a map or globe.</p> <p>Recognize through images how people live differently in other places and times.</p> <p>Identify plants and animals in the local environment.</p> <p>Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).</p> <p>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.</p> <p>Describe how people earn a living in the community and the places they work.</p> <p>Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</p> <p>Identify ways of protecting natural resources (reuse, recycle, reduce).</p> <p>Discuss geographic concepts related to current events.</p>	<ul style="list-style-type: none"> • Pull out a map from your glove box. Then show a picture of a globe and explain how a map is flat and a globe is round, but both show an area of land. • Get a toy car and a map. Find a distinctive marker or point (or draw one) on the map. Have the car go near or far, left or right...compared to the point you distinguished. • Looking at the map you pulled out as your student to point to areas of land, and then the same for areas of water (rivers, lakes, oceans...). • Looking at a globe on the internet (search google images) have your student point to land and then water. Discuss why is the color that they are on the globe. • Go on the internet and google search images (always do the search before hand to be sure you know what images will pop up before your little one is sitting with you) a specific time period in the past (i.e.- the American Revolution) or place. • If you have a chance the Desert Botanical Gardens or Phoenix Zoo are great places to see local plants and animals first hand. If not look up several plants and animals on the internet to see pictures and learn facts. • Go on a scavenger hunt at your local park to find

		<p>different earth materials (i.e.-sand, soil, pebbles, rocks).</p> <ul style="list-style-type: none">• As you drive through town, turn down the radio, and point out how the land you are passing is used (farms, business, housing).• As you go on errands with your student explain that the different jobs that you come in contact with. Explain why the people are doing what they are doing, and why people work (to earn money to pay for things).• Look around at items in your home. Explain to your student how that item was made or where it came from (i.e.—crayons are made from wax like a candle, or pencils are made from wood and lead, and the eraser is made of rubber from the rubber plant—all items are made at factories).• Make a family action plan for how you can reduce (use less of something), reuse (use something again and again), or recycle (turn it in to the special trash bin so that it can be made into something new again). Pick one thing you can do for each. Post it on your refrigerator to remind yourselves.• Look at a map and explain that the further you go north or go high in altitude generally, the cool it gets. Or if the opportunity presents itself, as you go on a trip with your student explain how a new ecosystem has different types of weather (ocean, mountains...).
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