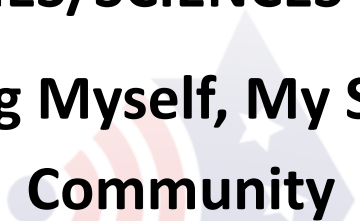


Kindergarten American Online School

SOCIAL STUDIES/SCIENCES CURRICULUM

Understanding Myself, My Space, and My Community



Version June/2025

1. Introduction

The Role of Social Studies/Science Education in Kindergarten

In Kindergarten, social studies is designed to introduce young learners to basic concepts about their own identities, the spaces they inhabit, and the communities they belong to. Students explore how rooms and environments are organized, how they compare sizes and quantities, and how writing can be used to share observations and ideas. This curriculum encourages curiosity about the world around them and helps children develop an understanding of their role within a community.

By the end of this course, students will:

- ✓ Identify and describe different rooms and environments in their world.
 - ✓ Compare quantities, sizes, and shapes in real-life situations.
 - ✓ Begin to write and draw to express ideas about themselves and their community.
 - ✓ Observe and reflect on their physical surroundings and how they relate to their lives.
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2. Core Competence Areas

SoSci.1 Understanding My Space – “Representation of Rooms”

Learning Outcomes

By the end of this course, students will be able to:

- ✓ Recognize and describe different rooms in their home, school, and community (e.g., bedroom, kitchen, library).
- ✓ Understand the function of different rooms and spaces in their world.
- ✓ Use simple vocabulary to describe the layout of their home or classroom.

Competencies

SoSci.1.A.1 – Exploring the spaces around us

- Label and draw simple representations of the rooms in a house.
- Use classroom models or toys to build and describe rooms and their purposes (e.g., “This is the kitchen, where we cook food”).

SoSci.1.A.2 – Understanding roles of spaces

- Play role-playing games where children take turns being different characters (e.g., teacher, chef, doctor) in various rooms.
- Use building blocks to create and compare different spaces within the classroom.

SoSci.2 Comparing Quantities and Sizes – “Compare Quantities and Sizes”

By the end of this unit, students will be able to:

- ✓ Compare objects based on size (e.g., bigger, smaller, taller, shorter).
- ✓ Count objects and identify which group has more or less.
- ✓ Understand the basic concept of measurement (length, height, weight).

Competencies

SoSci.2.A.1 – Sorting and comparing objects

- Sort classroom objects by size, color, or shape.
- Use items like toy blocks or cubes to demonstrate “more” or “less” by comparing groups.

SoSci.2.A.2 – Measuring objects with everyday items

- Use non-standard units of measurement (e.g., using hands or blocks to measure length).
 - Measure height or length of various classroom objects and discuss differences.
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SoSci.3 Introduction to Writing and Expression – “Basics to Writing”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Begin writing and drawing to communicate ideas.
- ✓ Label their drawings and simple pictures.
- ✓ Express basic thoughts or feelings through pictures and simple words.

Competencies

SoSci.3.A.1 – Developing early writing skills

- Draw pictures of their favorite activities or places and label them with words (e.g., “My House,” “My Dog”).
- Use worksheets with tracing lines and spaces to practice writing their names or simple words.

SoSci.3.A.2 – Writing and communicating ideas

- Create simple “booklets” with illustrations to represent a topic of interest (e.g., “A Day at the Park”).
 - Write short sentences with teacher support to describe what they see or feel.
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SoSci.4 Observing My Environment – “Perceiving Environment”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ **Observe and discuss features of their surroundings (e.g., nature, classrooms, playground).**
- ✓ **Use sensory language to describe the environment (e.g., “I see,” “I hear,” “I feel”).**
- ✓ **Recognize changes in the environment (e.g., different seasons, day and night).**

Competencies

SoSci.4.A.1 – Observing and describing the environment

- Go on nature walks or classroom tours, recording observations with drawings or simple sentences.
- Use sensory words like “hot,” “cold,” “soft,” and “bright” to describe what they see, hear, or feel.

SoSci.4.A.2 – Connecting environment to daily life

- Discuss how the weather or season affects daily activities (e.g., “We wear jackets in winter”).
- Create simple charts to compare weather changes or the time of day.

3. Assessment and Evaluation

Formative Assessments – Daily Exploration and Reflection

- ✓ **Drawings and labels related to rooms, environments, or observations.**
- ✓ **Participation in group discussions and activities.**
- ✓ **Observations of student participation and communication during hands-on projects.**

Summative Assessments – Projects and Presentations

- ✓ **End-of-unit presentation of “My House and Me” or “My Family” booklet.**
- ✓ **“What I See” poster showcasing environment observations.**
- ✓ **Measurement and sorting activity results.**

Authentic Assessment – Real-World Application and Reflection

- ✓ Journal reflections on daily observations and environment changes.
 - ✓ Collaborative group work to map out classroom or home spaces.
 - ✓ Storytelling about personal experiences in different environments.
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4. Instructional Strategies for Online Learning

Interactive and Experiential Learning

- ✓ Use real objects, simple toys, and environment exploration to teach concepts.
- ✓ Integrate sensory experiences like touch, sight, and hearing in classroom projects.

Hands-On and Creative Expression

- ✓ Provide opportunities for students to create models, drawings, and simple written works.
- ✓ Include songs, games, and visual aids to reinforce concepts.

Inclusive and Community-Oriented

- ✓ Encourage group work and cooperative learning experiences.
- ✓ Celebrate individual and collective observations through class discussions and displays.