**Kindergarten Social Studies Curriculum**

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Ohio Department of Education, (2004). *Academic Content Standards: K-12 Social Studies.* Columbus,

OH: Center for Curriculum and Assessment.

The Ohio Academic Content Standards are a great guide when developing curriculum. This resource gives educators a base to develop the curriculum from. The standards a well organize into subcategories including: history, people in societies, geography, economics, government, and citizen rights and responsibilities. The standards help educators get an idea of what the student should already know, need to know, and what they will learn next.

Rockingham County Public Schools: Kindergarten Social Studies Technology Integration is a wonderful

web site that contains a large variety of technology resources for teachers

(<http://www.rockingham.k12.va.us/resources/elementary/khistory.htm>).

This website provides teachers with nine kindergarten social studies objectives. Under each objective there is a link to connect teachers to: review, interactive, research, SMARTboard, Power Points, Kidspiration, United Streaming, lesson plans, assessments, and resources. The website is very well organized and includes a large variety of technology options for each objective.

Pete’s Power Point Station provides teachers with free power points for most subject areas

(<http://www.pppst.com/index.html>)

This website is a great resource for teachers. It provides teachers with free power points in any subject area. The power points are organized by subject area on the website. This makes it very easy to connect Ohio standards to a power point. It is a great way to incorporate technology into the classroom while providing meaningful instruction. Using a power point with the lesson may also increase student interest during the lesson. Presenting the material in a different way will help more students make connections.

Fredericks, A. (2007). *Much more Social Studies through children’s literature: a collaborative approach*.

Westport, CT: Libraries Unlimited/Teacher Ideas Press.

This book is a great resource for teachers who do not have social studies curriculum. The scope and sequence that this book was built from includes: child/self, families, communities/neighborhoods, city/country, state/regions, nation/United States, and world. With each of these categories the Author provides several picture books that can be used for a variety of lessons. The author suggests that social studies should be taught all day every day. He also encourages teachers to make social studies fun, it doesn’t have to be about memorization.

*Best Buy Bargain Book Social Studies Grades 1-2*. (1994). Grand Rapids, Michigan: McGraw Hill

Children’s Publishing.

This workbook includes a variety of teaching tools. The worksheets that are found within this book go with many of the skills that are covered in Ohio Social Studies Standards for Kindergarten. This resource contains mini-units on the flag, capital, government, Martin Luther King Jr., George Washington and much more. The worksheets were created for grades 1 and 2. Many of the worksheets can be modified to fit the kindergarten level. These worksheets would also be a great at home review for a lesson.

Diffily, D., & Sassman, C. (2003). *5- to 10- minute Social Studies activities for young learners*. New

York: Scholastic.

This book provides teachers with quick activities that can be built into any part of the school day. The activities cover a variety of subject areas including: culture, authority, production, global connections, and much more. The authors provide teachers with book suggestions that can connect to several of the activities. This book gives teachers engaging activities that build early social studies skills.

Schmidt, L. (2007). *Social Studies that sticks: how to bring content and concepts to life.* Portsmouth, NH:

Heinemann.

Schmidt discusses the importance of “putting the social back in Social Studies.” She suggests that teachers reestablish human beings as the central subject in social studies. Students need to hear stories of people from the past. Students can learn from analyzing events that have occurred in the past. She discusses the fact that 57% of students scored below basic on the 2005 standardized tests. Schmidt states “It’s (Social Studies) simply not a priority. The No Child Left Behind Act of 2001 dealt a severe blow to social studies instruction by omitting it from the new nationwide accountability system.” This book gives tools and real world connections that can help students understand the importance of social studies.