

KINDERGARTEN – LIVING AND WORKING TOGETHER IN SCHOOLS, FAMILIES, AND NEIGHBORHOODS

Students are introduced to social studies and citizenship by looking closely at their families, school, and neighborhoods. Students learn roles and rules, how people work together, and how to be good citizens in these contexts. Students also learn about the diversity of families and people represented in their school and community and gain an understanding of spatial relationships through the study of maps.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Families

Compelling Question: Are all families the same?

SSK.1.1: Members of and roles in families

SSK.1.2: Family locations in the local community

SSK.1.3: Family traditions

SSK.1.4: Family needs and wants

Inquiry Topic 2: Schools

Compelling Question: What are a student's responsibilities at school?

SSK.2.1: School location in the local community

SSK.2.2: Roles and responsibilities in schools

SSK.2.3: Classroom citizenship

SSK.2.4: Shared holidays and traditions

Inquiry Topic 3: Neighborhoods

Compelling Question: What makes a community, a community?

SSK.3.1: Neighborhood boundaries and nearby neighborhoods

SSK.3.2: Roles in the community and community citizenship

SSK.3.3: Neighborhood and community traditions and celebrations

Inquiry Topic 4: Families, Schools, and Neighborhoods around the World

Compelling Question: What is unique about my family, school, or neighborhood?

SSK.4.1: Families around the world

SSK.4.2: Schools around the world

SSK.4.3: Neighborhoods around the world

Standards Tables

Inquiry Topic 1: Families

Compelling Question: Are all families the same?

<p>SSK.1.1 Members of and roles in families</p> <p>Explain families, family roles, and family rules through looking at the student’s own, those of classmates, and those represented in literature</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • In what ways are families unique or similar? • What are examples of family units? • What are the roles of different people in a family? • How are the roles within families similar and/or different from one another? • How do members of a family work together to help each other? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify examples and configurations of a family unit, and explain the characteristics of what makes a family (e.g., adopted families, foster families, heterosexual couple families, families with same sex caregivers, interracial families, families with a single caregiver, extended families) Identify roles people have in a family unit, and explain how the roles relate to each other Identify what rules and norms families have, and explain who makes them and why they exist Explain responsibilities that members of a family have to the family unit (including to pets) Explain ways to help at home 											

SSK.1.2 Family locations in the local community Explain the physical location of students' and classmates' families within the community and the relationships between families and the community	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the purposes of a map and a globe? • What are the features of a map and a globe? • Where are students' families located on a map? • Where are places that provide goods and services located on a map? • How close or how far do classmates live relative to each other and/or relative to places that provide goods and services? • How do places together make a neighborhood or community? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the purpose and features of a map and a globe and the locations of where students and their classmates live (e.g., city/town, state, and country) Identify resources near families and resources that are farther away (e.g., schools, stores, services for the unhoused, disability services) Identify the location of the student's home address and addresses to important places and relative locations near their home Explain the physical environment where students live Explain how families make up neighborhoods and neighborhoods create, are a part of, and influence the larger community 											

SSK.1.3 Family and Cultural traditions Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X		X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are traditions? ● How are family and cultural traditions celebrated? ● What are similarities and differences in the celebrations of family and cultural traditions? ● How can students explore different experiences or traditions of people in their community? ● What are similarities and differences between the traditions of real-life families and those represented in fiction? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the characteristics of culture (e.g., food, clothing, activities, holidays, religion) b. Identify family traditions as they relate to culture (e.g., food, clothing, activities, holidays, religion) c. Explain ways in which where people live can affect traditions d. Identify ways students can explore the different traditions of people in their community e. Identify differences and similarities between the traditions of their families, their classmates' families, and those represented in literature 											

SSK.1.4 Family needs and wants Explain the differences between needs and wants and how these concepts impact family units	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X							X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is the difference between a need and a want? ● How do families provide for basic needs? ● How do families balance wants and needs? ● How do people use jobs to obtain wants and needs? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify family wants and needs, and explain how wants and needs are important in understanding the responsibilities individuals have to each other and the family as a whole b. Explain ways families share and distribute resources c. Explain scarcity and ways wants and needs play out with limited resources d. Explain what jobs are, different types of jobs, and how they are used to obtain wants and needs e. Identify ways jobs are determined by where one lives (e.g., closeness to the family) or ways jobs may determine where one lives (e.g., moving to be closer to a job) f. Explain what income is and the role of money in obtaining goods and services g. Explain ways jobs provide resources to the community 											

Inquiry Topic 2: Schools

Compelling Question: What are a student’s responsibilities at school?

SSK.2.1 School location in the local community Analyze the school’s place within the local community geographically, socially, and economically	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X								X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Where is the school located? ● How is the school a part of the community? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the school’s address and its location on a map b. Explain the relative location of the school in relation to where the students live c. Explain the relative location of the school in relation to other nearby resources such as stores, services, etc. d. Analyze what the school provides for the local community socially and how the local community helps the school 											

SSK.2.2 Roles and responsibilities in schools Analyze rules, roles, and responsibilities at school	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Why do we go to school? ● Why do we need rules at school? ● What are the responsibilities of students in school? ● What are the responsibilities of teachers in school? ● What other people have responsibilities at school and what do those people do? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify rules and norms of school within the classroom and in other spaces at school (e.g., cafeteria, hallways) b. Analyze differences in rules in different places like at home, at school, or in public c. Argue how the rules, norms, and rights at school help students to learn and teachers to teach and how they create a way for students to work together d. Analyze the responsibilities of people at school and at home and how they work together to help students to learn effectively (e.g., teachers, principal, class helpers, custodian, family caregivers) 											

SSK.2.3 Classroom citizenship Explain the roles and responsibilities of being classroom citizens	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X						X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How do students act as citizens in the classroom? ● What does it mean to be part of a classroom community? ● Why is it important to learn to work with other students? ● Where do we see symbols used at school and how are they used to show school and national pride? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain responsibilities that students have to each other b. Explain ways to help in the classroom and at school c. Identify school symbols (e.g., mascot, school colors) and ways to show school pride d. Identify the United States flag at school as a way to show national pride e. Explain the words in the Pledge of Allegiance and why it is recited at school 											

SSK.2.4 School holidays and traditions Explain traditions and holidays that are celebrated and recognized at school	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What traditions are shared as a school? ● What school holidays and traditions are also shared with the community, state, or nation? ● How do we celebrate these holidays and traditions at school and at home? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify school traditions (e.g., special school-specific traditions like field day, spirit week) b. Identify people, holidays, and traditions that are celebrated and the historical events they represent (e.g., Labor Day, Indigenous Peoples’ Day / Columbus Day, Veterans Day, Dr. Martin Luther King, Jr. Day, Presidents’ Day, Juneteenth, Memorial Day) c. Identify the differences and similarities between how holidays and traditions are celebrated at school and at home 											

Inquiry Topic 3: Neighborhoods

Compelling Question: What makes a community a community?

<p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X		X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are notable places in local neighborhoods and communities? • What are the geographical features of local neighborhoods and communities? • What resources are available in local neighborhoods and communities? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify buildings and places in students’ neighborhoods (e.g., school, library, places of worship, community centers), and explain their locations in relation to each other Identify boundaries of a neighborhood versus the larger community Identify the geographical landscape of students’ neighborhoods (e.g., urban, rural, suburban, has trees, hilly) Explain what resources are available in students’ neighborhoods and larger communities (e.g., schools, trees, stores, rivers, health services, recreation), and analyze how those resources are made available, and to whom Analyze the similarities and differences between students’ neighborhoods and those of their classmates (e.g., landscape, population, availability of resources) 											

SSK.3.2 Roles in the community and community citizenship Analyze the ways members of a community interact, help each other, and contribute to the community as a whole	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X						X		X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What does it mean to be a good community member? ● Why are there community rules and norms? ● Who are community helpers and what do they do? ● How can people contribute to their community? ● Where in the community can students go for help? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain why people have responsibilities to each other, and analyze actions people take to show civility to each other b. Explain community rules and norms, who makes them, and ways rules and norms contribute to the health of the community c. Identify different community helpers (e.g., mayor, police, firefighters, teachers, doctors, cashiers), and analyze the ways they help people d. Explain ways to help people in the local neighborhood or community e. Identify where in the community students can go for help (e.g., trusted adult, emergency services), and explain how to get help (e.g., call 911, talk to school counselor) 											

<p>SSK.3.3 Neighborhood and community traditions and celebrations</p> <p>Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● How are local cultural celebrations and traditions celebrated by people of diverse cultural backgrounds? ● What family or school celebrations are similar to the ones celebrated in the community? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ul style="list-style-type: none"> a. Identify local traditions and celebrations, and explain how different communities observe them b. Explain differences and similarities between cultural celebrations and traditions (e.g., Dominican Festival and Parade, Veterans Day commemorations, Founders’ Day celebrations, Fourth of July parades) c. Analyze similarities between celebrations and traditions learned in this unit to those learned during the unit on family and school and those learned through literature 											

Inquiry Topic 4: Families, Schools, and Neighborhoods around the World

Compelling Question: What is unique about my family, school, or neighborhood?

<p>SSK.4.1 Families around the world Analyze families and family traditions in other parts of the world</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X	X		X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How are families similar and different in other parts of the world? • What are similar or different traditions of families in other parts of the world? • How does geography and environment influence the ways families live? <p>(It is suggested that teachers use student backgrounds and/or student choice to pick areas of the world to study)</p>	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify on a map or globe where the families being studied live throughout the world Analyze similarities and differences between the characteristics of families around the globe and the students' families (e.g., homes, food, clothing, traditions) Explain what the physical environment is like for the families being studied, and analyze how that influences their ways of life Identify what resources are available to the families being studied, and explain how they obtain those resources and how environment influences resource availability 											

<p>SSK.4.2 Schools around the world Analyze the similarities and differences in what school is like around the world</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X			
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What is it like to go to school in different parts of the world? • What are the similarities and differences between schools from around the world and our own? • How does geography and environment influence the way a school is organized? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick areas of the world to study. These can be the same areas as the standard on families around the world.)</p>	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the physical locations of the schools being studied and their locations on a map or globe Analyze similarities and differences between the characteristics of schools around the globe and the students' school (e.g., school buildings, schedules, who gets to go, grades/ages) Explain what the physical environment is like at the school location, and analyze how that influences the ways a school is organized and run 											

<p>SSK.4.3 Neighborhoods around the world</p> <p>Analyze the similarities and differences in what neighborhoods are like in places around the world</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X			X	X	X	X	X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the characteristics of neighborhoods around the world? • How are local neighborhoods similar and different from neighborhoods around the world? • How does geography and environment influence the way a neighborhood is organized? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick areas of the world to study. These can be the same areas as the standard on families around the world.)</p>	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the physical locations of the neighborhoods being looked at and their locations on a map or globe Analyze similarities and differences between the characteristics of neighborhoods around the globe and the students' neighborhoods (e.g., the way the neighborhood is organized spatially, who neighborhood leaders are, what traditions are celebrated, what buildings and places are there) Analyze differences among urban, suburban, and rural neighborhoods around the globe and the relationship to population Explain what the physical environment is like for the neighborhoods being studied, and analyze how that influences the way a neighborhood is organized Identify what resources, goods, and services are available in the neighborhoods being studied, and explain how people obtain those resources and how the environment influences resource availability 											