

Kindergarten Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
<p><b>August-September</b></p>	<p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>	<p>-Identify and apply ways to be a good friend.</p> <p>-Explore and celebrate what makes us different</p> <p>-Brainstorm solutions when experiencing issues with friends</p> <p>-What is a rule? What is a law?</p> <p>-Discuss and determine how to create good rules or laws.</p> <p>-Create classroom rules with teacher guidance.</p> <p>-Define and discuss fair vs unfair behaviors</p> <p>-Role play scenarios to identify ways to address such actions</p> <p><b>Instructional Resources:</b>  <i>TCI Bring Social Studies Alive</i>            Read aloud: <i>Bully Beans</i>, <i>Stand Tall Molly Lou Mellon</i> and <i>The Recess Queen</i>.</p> <p><b>Teacher Technology:</b>            Actiview            Promethean Board            Flipcharts            YouTube Videos</p> <p><b>Student Technology:</b>            iPad Apps</p>	<p><b>Formative Assessments:</b>            Classwork            Class Discussion            “I am a good friend”</p> <p><b>Summative Assessments:</b>            Rule vs. Law Sort</p> <p><b>Benchmark:</b>            BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  <b>W.K.3</b> Students will write/draw about a classroom rule</p> <p><b>Technology Standard:</b>  <b>8.1.2.NI.2</b>            Describe how the Internet enables individuals to connect with others worldwide.</p>

<p><b>October</b></p>	<p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p>	<p>-Discuss: what is a community?</p> <p>-Identify ways for people to work together in a community.</p> <p>-Explore different roles in a community.</p> <p>-Identify ways to complete tasks and help solve problems as a community</p> <p>-Define culture</p> <p>-Explain and discuss culture through the use of read alouds</p> <p>-Discuss: What makes us different?</p> <p>-Understand what it means to be a good citizen</p> <p>-Identify ways to be a good citizen</p> <p><b>Instructional Resources:</b> <i>TCI Bring Social Studies Alive</i> <a href="#">Community Helpers Matching</a></p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion Community Helpers Match Up</p> <p><b>Summative Assessment:</b> Culture Activity</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>November/ December</b></p>	<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.</p>	<p>-What is a holiday?</p> <p>-Discuss different holidays and traditions.</p> <p>-Explore the following holidays: Hanukkah, Kwanzaa, Christmas, Saint Nicholas Day.</p> <p>-Compare our country's holidays with other countries in the world.</p> <p>-Explore and discuss what makes a family.</p> <p>-Create a family tree to show how everyone is unique.</p> <p><b>Instructional Resources:</b> My First Kwanzaa Night Before Hanukkah The Dreidel Game "Traditions and Holiday" Picture sort The Family Book Are You My Mother? A Ticket Around the World The Recess Queen</p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion</p> <p><b>Summative Assessments:</b> Holiday Symbol Sort</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard</b> 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>January</b></p>	<p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p>	<p>-Discuss Martin Luther King Jr.</p> <p>-Explain MLK Jr;s impact and why he was so important.</p> <p>- Compare two eggs (one white, one brown) and discuss how they look different on the outside but are the same on the inside.</p> <p>-Review parts of a community</p> <p>-Identify different jobs and businesses in a community</p> <p>-Explain that people do different jobs and work to meet basic economic wants and needs</p> <p><b>Instructional Resources:</b> <i>Happy Birthday, Martin Luther King</i> "I Have a Dream" anchor chart "I Have a Dream" quilt <a href="#">MLK Read Alouds</a></p> <p><b><a href="#">Brain Pop Jr</a></b></p> <p>Career Day</p> <p><i>TCI Bring Social Studies Alive</i></p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion "In my Community"</p> <p><b>Summative Assessments:</b> "What Job Am I?" Picture sort</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard W.K.6</b> Students will write or draw about a business in town that makes money</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>February</b></p>	<p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p>	<ul style="list-style-type: none"> <li>-Identify familiar patriotic symbols such as American flag, Statue of Liberty, the bald eagle etc.</li> <li>-Discuss familiar patriotic symbols and their meanings.</li> <li>-Talk about different symbols that represent the United States of America.</li> <li>-Discuss and name important Presidents</li> <li>-Understand the role of a president</li> <li>-List characteristics of a good president</li> <li>-Learn about presidents and the role they played in developing our nation.</li> <li>-Collaboratively identify ways two presidents are the same and different</li> <li>-Complete "Symbols" art project</li> <li>-Learn and practice the Star Spangled Banner</li> </ul> <p><b>Instructional Resources:</b> <i>TCI Bring Social Studies Alive</i> "U.S. Symbols" (Brainpop video) <a href="#">Brainpop</a> <a href="#">Presidents Read Aloud</a></p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos Brainpop Video</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion</p> <p><b>Summative Assessments:</b> Solute to United States Symbols project</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>K.CC.C.6</b> American Symbol Counting and Comparing Math Activity</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>March</b></p>	<p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p>	<p>-Discuss weather and seasonal changes</p> <p>-What makes a location a good place to live</p> <p>-Compare and contrast landforms</p> <p>-Discuss weather and climate in different locations</p> <p><b>Instructional Resources:</b> <i>TCI Online Textbook</i></p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos Brainpop videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion</p> <p><b>Summative Assessments:</b> Seasons Project</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> 9.4.2.CT.1: Gather information about climate.</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>April</b></p>	<p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p>	<p>-Explain why and how people/goods move from place to place.</p> <p>-Discuss the difference between wants and needs.</p> <p>-Describe ways that people in a community can respect, value and appreciate other cultures.</p> <p><b>Instructional Resources:</b> <i>Helpers in my Community</i> <a href="#">“Daniel Tiger’s Neighborhood- Friends are different and the same”</a> Yarn community building</p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion</p> <p><b>Summative Assessments:</b> Project</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p><b>May/June</b></p>	<p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p>	<p>-What is a map?</p> <p>-Explain why we use maps</p> <p>-Understand and explore appropriate symbols would look like.</p> <p>-Understand and discuss the purpose of maps and how we use them.</p> <p>-Identify places you might use a map</p> <p>-Create maps of the school and places in the community</p> <p>-Participate in treasure map hunt.</p> <p><b>Instructional Resources:</b> "Me on the Map" Map Skills Video <i>TCI Bring Social Studies Alive</i></p> <p><b>Teacher Technology:</b> Actiview Promethean Board Flipcharts YouTube Videos</p> <p><b>Student Technology:</b> iPad Apps</p>	<p><b>Formative Assessments:</b> Classwork Class Discussion</p> <p><b>Summative Assessments:</b> Map symbols picture sort</p> <p><b>Benchmark Assessment:</b> EOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> 9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p><b>Technology Standard:</b> 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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**Alternative Assessments:** Classroom Map Treasure Hunt; My Family Tree Project, Activities/Worksheets

**21st Century Standards:** 9.1.4.B.1 & 9.2.4.A.2

**21st Century Skills:** Communication, Collaboration

**Career Ready Practices:** CRP 1 and CRP4