ELEMENTARY SOCIAL STUDIES CURRICULUM
Kindergarten
Revised July, 2012

Social Studies Committee

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Kindergarten Social Studies Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. Kindergarten Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

Documentation:

Teachers should document when instruction is provided on the benchmarks. Documentation should be noted on the Social Studies Curriculum Map, which is located on pages 3-5 of this document. Dates noted must correspond to lessons in the lesson plan book indicating specific instruction provided.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the Houghton Mifflin –My World text. This text may and should be supplemented with non-fiction and literacy texts that support the students' understanding of the benchmarks. Such books are noted at point of use throughout the curriculum. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks.

Primary Sources:

Please see the scope and sequence for the introduction of primary sources at the end of this document (page 27).

Organization of the Document:

This document is organized into quarters, which consist of one or more units. Each unit has multiple lessons, which may last one or more sessions. At the end of each unit is a sample lesson plan for the Required Activity that the teacher may use for planning purposes. On pages 3- 5 of this document is a Curriculum Map, which provides an overview of all benchmarks as they are presented for instruction.

Other Resources:

- www.floridastandards.org
- www.flrea.org
- ELA Common Core Connections – page 26
- Page 27 – Scope and Sequence of Introduction of Primary Sources
- Page 27 – Scope and Sequence of Constitution Day Activities

FS 1003.421. Recitation of the Declaration of Independence

(1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.

(2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

(3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.

(4) Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence.

Kindergarten – Social Studies Curriculum Map

UNIT 1: CIVICS			
Benchmark #	**Benchmark**	**Content Focus**	**Vocabulary**
SS.K.A.1.2	Develop an awareness of a primary source. **Remarks/Examples:** Examples may include photographs, a letter from a grandparent or artifact.	• Primary Source • Identification of Rules and Laws • Importance of Rules and Laws • Characteristics of Good Citizenship • Conflict Resolution • Fair Decision Making	• Community • Leader • Rules • Country • Law • Consequence • Decision • Conflict • Resolution • Citizen • Fair
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important. **Remarks/Examples:** Examples are standing in line at school and wearing a bike helmet.		
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school and community. **Remarks/Examples:** Examples are attending school and wearing a seat belt.		
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen. **Remarks/Examples:** Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.		
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.		
SS.K.C.2.3	Describe fair ways for groups to make decisions. **Remarks/Examples:** Examples are voting, taking turns and coming to an agreement.		

UNIT 2: American History and Historical Knowledge			
Benchmark #	**Benchmark**	**Content Focus**	**Vocabulary**
*SS.1.K.1.1	Develop an understanding of how to use and create a timeline. **Remarks/Examples:** Put in order three things that happened during the school day.	• Timelines • Chronological Order • Primary Source • Then and Now • National Holidays and Celebrations • Remembering the American Heritage • American Culture • Positive Character Ideals • US Symbols • Historical Change • Days of Week • Months of Year	• Timeline • Primary source • Today • Past • Courage • Family • Leader • American • Nation/ national • Holiday • Honesty • Responsibility • Character • Calendar • Week • Month • Sequence
*SS.K.A.1.2	Develop an awareness of a primary source. **Remarks/Examples:** Examples may include photographs, a letter from a grandparent or artifact.		
SS.K.A.2.1	Compare children and families of today with those in the past. **Remarks/Examples:** An example is family life now versus family life when grandparents were young.		
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events and our nation's ethnic heritage. **Remarks/Examples:** Examples are Veteran's Day, Thanksgiving, Martin Luther King, Jr. Day, President's Day, Memorial Day, Independence Day (4th of July), Cinco de Mayo and birthday.		
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures. **Remarks/Examples:** Independence days are different in other countries.		
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage and responsibility. **Remarks/Examples:** Examples are Pocahontas, George Washington, Abraham Lincoln, Martin Luther King, Jr., Harriet Tubman and astronauts.		
SS.K.A.2.5	Recognize the importance of U.S. Symbols **Remarks/Examples:** Examples are the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags.		
SS.K.A.3.1	Use words or phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. **Remarks/Examples:** Examples are before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, next week; day, week, month, year.		
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.		

UNIT 3: Geography

Benchmark #	Benchmark	Content Focus	Vocabulary
SS.K.G.1.1	Describe the relative location of people, places and things by using positional words. **Remarks/Examples:** Examples are near/far; above/below; left/right; behind/front.	• Relative Location • Positional Words • Using Maps and Globes • Cardinal Directions • Landforms • Bodies of Water • Places in the community • Personal address and phone number • Reading Maps and Globes • Weather and Seasonal Changes • How Weather Affects People and the Environment	• Seasons • Winter • Spring • Summer • Fall • Address • Community • Locate • Hill • Forest • Wetland • Coast • River • Lake • Ocean • Gulf • Location • Above • Below • Left • Right • Behind • Front • Near • Far • Cardinal directions • Map • Globe
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the earth.		
SS.K.G.1.3	Identify cardinal directions (north, south, east, west)		
SS.K.G.1.4	Differentiate land and water features on simple maps and globes. **Remarks/Examples:** Examples are blue is water and green/brown is land.		
SS.K.G.2.1	Locate and describe places in the school and community. **Remarks/Examples:** Examples are the cafeteria, library, office, restrooms and classrooms.		
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.		
SS.K.G.3.1	Identify basic landforms. **Remarks/Examples:** Examples are hills, forests, wetlands and coasts.		
SS.K.G.3.2	Identify basic bodies of water. **Remarks/Examples:** Examples are rivers, lakes, oceans and gulfs.		
SS.K.G.3.4	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.		

UNIT 4: Economics			
Benchmark #	**Benchmark**	**Content Focus**	**Vocabulary**
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used. **Remarks/Examples:** Examples are community helpers, firefighter and fire truck.	• Kinds of Jobs • Tools and Equipment for Work • United States Currency • Earning Money for Wants and Needs • Difference Between Wants and Needs	• Job • Work • Tools • Currency • Money • Coin • Bill • Earn • Needs • Wants
SS.K.E.1.2	Recognize that United States currency comes in different forms. **Remarks/Examples:** Examples are coins and bills.		
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.		
SS.K.E.1.4	Identify the difference between basic needs and wants. **Remarks/Examples:** Examples of needs are clothing and shelter and examples of wants are video games and toys.		

*benchmarks are revisited throughout the year.

Wakulla County Schools
Social Studies Curriculum - Kindergarten
Unit 1: Civics

Key Learning:	Living in communities requires knowing where we live and following its rules and laws.

Unit Essential Question

Why do we need to know where we live and obey the rules and laws of our community?

Concept	Concept	Concept	Concept
Where We Live SS.K.G.2.1, SS.K.G.2.2	Rules and Laws SS.K.C.1.1; SS.K.C.1.2	Citizenship SS.K.C.2.1	Conflict resolution SS.K.C.2.2; SS.K.C.2.3
Lesson Essential Question(s)	**Lesson Essential Question(s)**	**Lesson Essential Question(s)**	**Lesson Essential Question(s)**
❖ What is my address and phone number? ❖ In what town/city do I live? ❖ In what state do I live? ❖ In what country do I live?	❖ Why do we need rules and laws have in our home, school, and community?	❖ What responsibilities do good citizens demonstrate?	❖ How can good citizens help to resolve conflicts?
Concept Assessment	**Concept Assessment**	**Concept Assessment**	**Concept Assessment**
Students orally answer questions about where they live. Students can point to Florida on a map or globe.	Students orally answer questions about rules that must be followed at home, school and the community and explain why it's important to follow them.	Role-play situations that demonstrate good decisions made by people (e.g., what would you do if you found money that did not belong to you?)	Role-play different situations where they have to resolve a problem fairly.
Instructional Suggestions	**Instructional Suggestions**	**Instructional Suggestions**	**Instructional Suggestions**
• Use **Google Earth** to find students' homes. *(Model Lesson attached.)* • Visit the Post Office or ask a mail carrier to talk with the class about how they know where to deliver mail. • Set up a mailbox in the classroom for students to send mail throughout the year	• Generate/review class rules. Talk about why each is important. What consequences occur when a rule is not followed? • Discuss and list rules given by adults with whom they live and how the rules can differ from other families' rules. • Discuss and list laws that are a	• Students have a "happy face" and "sad face" cards and while the teacher is telling a story about how someone solved a problem, the students hold up the "card" they think shows if the problem was solved as a good citizen ("happy face") or not ("sad face"). • Create a class list of good citizen	• Show pictures that students and teacher discuss on showing what a good citizen would do when faced with difficult choices. • Have students determine a fair way to make a decision. For example: We are going to choose a game to play. How can we decide what game to play? What would be a "fair" way to

• Create a puzzle out of a map of Florida for students to put together in a center. • Create an "All About Me" book • Create an "All About Wakulla" book with pictures of places the students recognize. Note: Additional geography concepts will be covered later in the year.	part of the community and why we need laws. Who makes the laws for our community? Who enforces these laws? • Compare and contrast what it would be like if there were no rules. • Make a chart with three columns: home/school/community. Who is the authority in each? What rules are the same? What rules are different?	characteristics. Have students identify when other students are displaying good citizen characteristics. • Do an opposite chart for good citizen characteristics. For example: Good citizens are kind; this is the opposite of mean. • Have students role play what each good citizen characteristic looks like. For example: Teacher provides a situation for student to role play. Then ask "Is _____ being fair?" • Make a "Good Citizen" class book. Have each student illustrate a rule. • Have a classroom jar that is labeled the "Good Citizen Jar" and used as a reward system.	decide? Teacher records student answers on chart. Students determine which ways are 'fair'. Then they use one way to determine which game to play. • For several days have students use one of the generated 'fair' solutions to choose between two books for read-aloud.
Vocabulary	**Vocabulary**		**Vocabulary**
School, Community, State, Florida, Phone number, Address, Crawfordville, Medart, Sopchoppy, St. Marks, Street, Wakulla, Panacea, directions, globe, map, county	Police, Behavior, Law, Rules, Town, Consequence, Sherriff, deputy, enforce, authority	Cooperation, citizen, patriotism, responsibility, kindness, honesty, charity, tolerance, self-control	Fair, Citizen, conflict, decision, resolve, compromise
Associated Literature	**Associated Literature**	**Associated Literature**	**Associated Literature**
Me on the Map – Joan Sweeney Theme 7 - *In the Neighborhood* (Harcourt StoryTown)	No, David! – David Shannon David Goes to School – David Shannon Officer Buckle and Gloria – Rathman Nobody Knew What to Do - McCain	Being A Good Citizen - **Adrian Vigliano** The Berenstain Bears Forget Their Manners - Stan & Jan Berenstain When Sophie Get Angry—Really, Really Angry - Molly Bang Boss for a week - Libby Handy	Catfish Kate – Sarah Weeks Pirate School - Cathy and Mark East-Dubowski David Goes to School - David Shannon Duck for President - Doreen Cronin Click, Clack, Moo - Doreen Cronin Oh, Bother! Someone's Fighting! - Nikki Grimes (see lesson plan at http://www.k6edu.com/kindergarten/health/abc-conflict-resolution.html

Wakulla County Schools

Cross-Curricular Connections	
Health: Math: Language Arts: Character Education:	
Unit Required Activity	Decorate milk carton, using construction paper and craft supplies, to look like houses, schools and cars. Students will label each house with their address and then build a community with all the houses. They role-play being citizens moving around the community following rules and laws.
Resources	A Lesson Plan for a Community Walk - http://www.uen.org/Lessonplan/preview.cgi?LPid=10623 *The Kingdom with No Rules, No Laws, and No King* by Norman Stiles – http://coe.winthrop.edu/johnsonle/Johnson/readings/kingdom.doc http://www.education.com/magazine/article/Ed_How_Raise_Citizes/ http://www.curriculum.edu.au/cce/cce_what_makes_a_good_citizen_activity_two,23523.html

MODEL LESSON				
Benchmarks:				SS.K.G.2.1
BEFORE		**Lesson Essential Question**		• In what country do I live? • In what state do I live? • In what town/city do I live? • What is my address and phone number? (cell or landline will work)
		Activating Prior Knowledge		Before lesson, display two maps; 1) United States map and 2) Florida map. Start the lesson by asking: In what country/state do we live? Then direct students' attention to the United States map. Point out the following: Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Mississippi River, mountain ranges, lakes, the District of Columbia. Direct their attention to Florida on the U.S. Map and then direct their attention to the Florida map; point out the Gulf of Mexico and the Atlantic Ocean, Tallahassee, Wakulla County, and Crawfordville/Medart/Sopchoppy/St.Marks/Panacea. Discuss the shape and meaning of peninsula. Discuss with students that they will learn about the community in which they live.
		Previewing Vocabulary		Florida, school, county, community, state, phone number, and address.
DURING	**GRADUAL RELEASE OF**		**Focus Lesson**	Now ask students: In what town/city do they live? In what kind of home do they live? What are some interesting places in our town/city/county? Teacher could have pictures to share.
			Guided Instruction	
			Collaborative Learning	The teacher will model the next step in the activity by writing the school's address and phone number on the board, and then have a discussion on the importance of knowing this information. Ex. "Why are addresses important? Why is it important to know your address?"

		Independent Practice	Ask each student to share their complete address; the teacher should have a list prior to this activity to help students learn their home addresses. (It may be helpful to have this information on large index cards. Students could point to their town/city on the cards. Each student will create a model of his/her home to display around the classroom (please see list of materials needed in the "Materials" section below); students may group dwellings by who lives closest to each other. Students will decorate the milk cartons/brown paper-bags to look like their homes. They will use the other materials on the list to personalize their homes; newspaper may be used to help stuff the paper-bags. Each "home" must have the following: complete address and phone number. Students will then group their homes into neighborhoods. Students will then stand by their homes, state their address, and then tell about the home. Check Point: Where do you live? Why is important to know where you live? Questions to ask students: What does the land/water look like in Florida/Wakulla? Do we have tall buildings? Short buildings? Many homes? Do we have a lot of people living in Florida? Where do most people in Florida/Manatee live? Map of Florida- http://www.worldatlas.com/webimage/countrys/namerica/usstates/lgcolor/flcolor.htm Map of Wakulla County- http://www.floridacountiesmap.com/wakulla_county.shtml
AFTER	**Enrichment/Extending Activity**		Advanced students may learn addresses of other family members, and create homes for them as well.
	Assignment:		Put names of places that students will recognize in a bag. Have students choose one and tell whether or not it is in Wakulla County. Examples: Disney World, Panacea, St. Marks, St. Marks Lighthouse, WalMart, Wakulla County Courthouse, Movie Theater, Mashes Sands, Ochlocknee Bay, Highway 319, Panama City, Medart, Crawfordville, The Whitehouse where the President lives, Sherriff's Office, Wakulla Station, Newport, Public Library, Smith Creek, Shadeville Elementary School, etc. You may also help students show the places on a map.
	Assessment:		Students may write/reflect/draw about something new they learned about their city/town, Wakulla, Florida, and/or the United States.
	Re-Teaching Focus and Strategy (*if necessary*)		Have students practice saying their addresses to a volunteer.
	Materials		Milk cartons or small, brown paper-bags, construction paper, crayons, markers, scissors, and glue sticks.
	Accommodations		

Social Studies - Kindergarten
Unit 2a: Time and History

Key Learning:	By chronologically sequencing events, we can track change over time.

Unit Essential Question

How does time and sequence chronicle change over time?

Concept	Concept
Calendar	Sequence, Timeline
SS.K.A.3.2	SS.K.A.3.1; SS.K.A.1.1; SS.K.A.1.2
Lesson Essential Question(s)	**Lesson Essential Question(s)**
❖ How do we use a calendar to show time passing by?	❖ How does organizing events sequentially help us understand those events? ❖ How can the events of your life be represented, using primary sources, to chronicle your life?
Concept Assessment	**Concept Assessment**
Looking at a calendar, students will name the days of the week. Do on a monthly basis to address months of the year. Address Leap Year as part of lessons/assessment.	• Using picture-sequencing cards, students label them in sequential order (1, 2, 3). Picture-sequencing cards included in *StoryTown* curriculum may be used. • Put three events in their life on a timeline. For example: Born, Learned to Walk, Started School
Instructional Suggestions	**Instructional Suggestions**
• On a daily basis, review calendar with students using music. Additionally, review months of the year, days of the week. • Make a timeline of the months of the year. Record a special activity for each month as you move through the year. A student could draw the picture. •	• Model writing and illustrating in journal. *(Model Lesson attached)* • Use picture-sequencing cards and have students sequence them correctly. • Have the students bring in photos with one major event for each year of their life. The parents could put the year on the back of each picture. Students could put the events in order and then glue them down, with the year of each event under each picture. Events

	that might be included; 1st birthday, family trips, 1st day of preschool, kindergarten graduation, etc. • Create a storymap (timeline) after reading a book. Help students determine the sequence of events.

Vocabulary			Vocabulary	
Today	First	Time	Morning	next week
Tomorrow	Next	Year	Afternoon	sequence
Yesterday	Last	Day	Evening	chronology (chronicle)
Days of Week	Before	Week	Past	primary
Months of Year	After	Month	Present	source
	Calendar		Futures	historian
			last week	

Unit Required Activity	Students will complete a Picture Timeline of the school day or a week in their lives. The following is an example of what a timeline might look like. The students would then have to answer questions based on the things on their timeline. e.g., What do we do after lunch? etc. This is a sample Timeline:
Resources	http://www.instructorweb.com

MODEL LESSON			
		Benchmarks:	SS.K.A.1.1; SS.K.A.1.2; SS.K.3.1; SS.K.A.3.2
BEFORE		**Lesson Essential Question**	How are the events of your life represented, using primary sources, to chronicle your life?
		Activating Prior Knowledge	What are some memories that you have? Are memories from the past or the future? How do you know what you looked like as a baby?
		Previewing Vocabulary	Chronology, chronicle, timeline, historian, and primary sources.
DURING	**GRADUAL RELEASE OF RESPONSIBILITY**	**Focus Lesson**	Teacher will say the following: "Historians create timelines to organize the information they are studying. You have information about your life that you will now organize to create a timeline. We begin with you because you are the expert on your life! You know when you were born, how your parents met, when you got a pet, and lost a tooth/teeth. Historians must organize their information so they can identify when major events in history happened. They arrange them chronologically so we can learn about them. Your timeline will be a history of your life."
		Guided Instruction	
		Collaborative Learning	
		Independent Practice	The teacher will model the creation of a timeline on the board or with an document camera. The teacher can decide what unit of measure to mark time with: date, time, event, entry, age year or other. These may be created using: technology tools, cash register paper, or butcher paper.
			Then guide the students to create their own timelines.
			Major events that may be included: 1) Birthday 2) Favorite vacation 3) Arrival of a pet 4) Loss of teeth 5) Move to a new city or house 6) Birth of siblings 7) Begin/End school dates 8) Major holidays
			Check Point 1: Why is it important to measure time? Students will add specific descriptions/brief narrative to each entry. Students may draw or bring in visuals (primary sources) to add to their timelines. The teacher may model this by using some of his/her own primary sources: baby pictures, wedding photos, and travel photos.

		Teacher will say the following: "Primary Sources are evidence of an event, person, or idea. Primary sources help historians to investigate what happened a long time ago or just last year. These sources can provide clues that help us to learn more. Photographs are one type of primary source." Check Point 2: Why do historians use primary sources when creating timelines? Checking for Understanding: What is a timeline and how and why historians use them in their work.
AFTER	**Enrichment/Extending Activity**	Students may add to their timelines throughout the school year. Near the end of the year, ask students to reflect on the changes over time? Who is taller? Who has longer hair? Shorter hair? Who has more teeth? Fewer teeth? If the teacher has a digital camera, take a picture each school day, 180 days; post them online so students can view the change in them over the school year.
	Assignment:	Ask the student pairs to introduce their partner to the class using their timeline.
	Assessment:	Point out one unique thing they learned about their partner that they didn't know before.
	Re-Teaching Focus and Strategy (*if necessary*)	Ask students these questions: How does a clock help us tell time? A calendar? How can our timelines help a historian to learn about us? What is the most important event on your timeline and why?
	Materials	Cash register paper Butcher paper
	Accommodations	Use fewer events on the timeline.

Social Studies - Kindergarten
Unit 2b: History

Key Learning:	American culture, including symbols, character traits, and holidays, is recognized throughout diverse communities.

Unit Essential Question

How has life in America changed, and what symbols and people represent the culture and heritage of America?

Concept	Concept	Concept
People & Customs SS.K.A.2.1; SS.K.A.1.1; SS.K.A.1.2	Holidays & Symbols SS.K.A.2.2; SS.K.A.2.3; SS.K.A.2.5	Character Traits SS.K.A.2.4
Lesson Essential Question(s)	**Lesson Essential Question(s)**	**Lesson Essential Question(s)**
❖ How are children and families of today like and/or different from those of the past?	❖ What are the similarities/differences of holiday celebrations throughout various cultures? ❖ What are the meanings of the symbols and celebrations that represent America? ❖ How do American symbols represent our culture?	❖ What is the relationship between the character traits of historical figures of the past with present day Americans?
Concept Assessment	**Concept Assessment**	**Concept Assessment**
Students can verbally classify three or more artifacts (photographs) or events as past or present. Example: clothing, transportation, communication, school, etc.	Match symbol that represents America to its name.	Students can identify one of more historical figures and match them to a character trait. Example: George Washington - responsibility
Instructional Suggestions	**Instructional Suggestions**	**Instructional Suggestions**
• Ask a grandparent (primary source) to talk with students about how things were different when he/she was young. Encourage them to bring artifacts for the students to view. • Have students bring in artifacts from home showing things from the past. Arrange them in chronological order (use a timeline).	• Make a T-Chart showing the similarities and differences between two cultural holidays. For example: Hanukah, Christmas • Show different symbols that represent the United States of America. *(Model Lesson attached.)*	• Build a timeline of the various historical figures to show when they lived. • Read and discuss stories about the individuals. • Review the American Heroes and their characteristics. Resource: http://www.theheroesclub.org/list_of_heroes_virtues.php and

• Read stories about children of the past. Ask students to compare/contrast their lives with those in the book. (Venn Diagram) • Read about the First Thanksgiving. Compare to our Thanksgiving today. • Other teaching information - http://k3hss.pwnet.org/kgrade/k_2.htm • Past and Present Poster - http://chumby.dlib.vt.edu/melissa/posters/pastkinder.pdf	• Make a class book with a page for each of the different symbols and holidays. • Make a timeline for the year noting the various holidays and celebrations. • Place symbols on map of the United States indicating their locations.	http://www.theheroesclub.org/Heroes_Virtues_RAH.pdf • Create a BioCube after reading about an American Hero - http://readwritethink.org/materials/bio_cube/ •
Vocabulary	**Vocabulary**	**Vocabulary**
Families, Event, Past, Patriotic, Culture, Timeline, Heritage, Primary Source, artifact, pilgrim	Symbol, Bald Eagle, Statue of Liberty, Liberty Bell, The White House, Patriotic, Flag (national and state), Veteran's Day, Thanksgiving, Martin Luther King, Jr. Day, President's Day, Memorial Day, Independence Day, Cinco de Mayo, birthday, Star Spangled Banner	Honesty, Courage, Responsibility, Primary Source, Sequence Examples of Historical Figures: Pocahontas, George Washington, Abraham Lincoln, Martin Luther King, Jr., Harriet Tubman, astronauts
Associated Literature	**Associated Literature**	**Associated Literature**
Look What Came from the United States – Davis Corn is Maize: The Gift of the Indians – Aliki The Thanksgiving Story – Dalgliesh The First Thanksgiving – Jean Craighead George	I Read Symbols – Hoban I Pledge Allegiance – Bill Martin, Jr. L is for Liberty - Lewison F is for Flag – Lewison The Story of the Star Spangled Banner - Pingry	America, a Primer – Cheney The Children's Book of Heroes – Bennett Pebble Book Biographies by Roach
Cross-Curricular Connections		
Art: Music: Singing patriotic songs Language Arts:		
Unit Required Activity	In groups, organized by different cultures identified in class, present cultural differences such as foods, dress, celebrations, artifacts, language, homes, and music.	
Resources	Lesson on Flag and Pledge of Allegiance - http://www.hubbardscupboard.org/the_pledge_of_allegiance.html Flag activities with reproducibles - http://www.apples4theteacher.com/holidays/flag-day/ Information and lessons on American symbols - http://bensguide.gpo.gov/k-2/index.html Betsy Ross Homepage - http://www.ushistory.org/betsy/index.html includes timeline of the American Flag List of Heroes and their accomplishments - http://www.theheroesclub.org/real_american_heroes.php Links to information on famous people - http://www.kidinfo.com/american_history/famous_historical_people.htm Interactive Site on the First Thanksgiving - http://www.scholastic.com/scholastic_thanksgiving/ Timelines and Information on US Presidents - http://www.enchantedlearning.com/history/us/pres/	

		Social Studies Posters - http://chumby.dlib.vt.edu/melissa/posters/kinderposter.html	
**MODEL LESSON**		
**Benchmarks:**	**SS.K.A.2.2; SS.K.A.2.3; SS.K.A.2.5**		
**BEFORE**	**Lesson Essential Question**	What are the meanings of the symbols that represent America?
	**Activating Prior Knowledge**	Group students in pairs; Then ask students to brainstorm symbols that they see in everyday life; e.g., stop signs, bathroom signs, crosswalk signs, danger/safety, and traffic lights. Explain how colors can also be symbolic. Help students generate a working definition of symbol.
	**Previewing Vocabulary**	Symbol, Bald Eagle, Statue of Liberty, Liberty Bell, The White House, Patriotic, Flag.

	**DURING**		**Gradual Release of Responsibility**	**Focus Lesson**		Use the information from the http://bensguide.gpo.gov/k-2/index.html website to provide information on the symbols. Students may reproduce drawings of the symbols. Their drawings can be kept in a foldable-"hotdog" style.
						Foldable directions may be found at http://www.makingbooks.com/hotdog.shtml
						
						Foldable: Hotdog style for 5 symbols.
						    1) United States of America flag-Stars and Stripes
						    2) The Liberty Bell
						    3) The Statue of Liberty
						    4) The Bald Eagle
						    5) The White House
						Using the symbols sheet @ http://bensguide.gpo.gov/k-2/games/matching.html , make copies for each student to paste to their hotdog style foldable. Note: It will take more than one day to review all of the symbols.
						
						Students will discuss the following question with their shoulder partners:
						    1) What does the symbol represent?
						
						Project this image and discuss that the White House is located where the President and his family live, the President's office, the Oval Office is there, and visiting dignitaries come to meet with the President. The White House may symbolize freedom, democratic government, and the "sitting" President.
						Picture of the White House- http://www.visitingdc.com/white-house/white-house-picture.htm
						
						Play "I'm Thinking of a Symbol". Make up clues, and ask students to guess the name of the symbol. Require them to point to a picture of the symbol as they say the name. Example: I am large and white. I have many rooms. The President and his family live in me.

Guided Instruction
Collaborative Learning
Independent Practice

			Display foldables around the room. Checking for Understanding Develop a Frayer Model (example at http://wvde.state.wv.us/strategybank/FrayerModel.html on the word "symbol." Ask these questions: 1) What do the American symbols represent? 2) Why do you think they were chosen?
AFTER	**Enrichment/Extending Activity**		Match the symbol to the quality it represents. Example: Statue of Liberty – freedom Additional activities may be found at: http://www.uen.org/Lessonplan/preview?LPid=16216
	Assignment:		Students may ask parents if they have ever visited or seen one of the symbols. Ask them to tell about it.
	Assessment:		Students match symbols to names.
	Re-Teaching Focus and Strategy (*if necessary*)		Put matching game in center. Continue to talk about the symbols during the year.
Materials			Symbols sheet http://bensguide.gpo.gov/k-2/games/matching.html Hot Dog Foldable directions Colored paper, glue sticks, markers, pens, and pencils.
Accommodations			

Social Studies Curriculum - Kindergarten
Unit 3: Geography

Key Learning	The world is made of landmasses/landforms and bodies of water, which are affected by weather. We can locate landforms and bodies of water on maps and globes.

Unit Essential Question

How does our location and environment affect how we live and what we do each day.

Concept	Concept	Concept
Land Masses & Land Forms; Bodies of Water SS.K.G.3.1; SS.K.G.3.2	Seasonal weather changes SS.K.G.3.3	Map & Globe Skills SS.K.G.1.2; SS.K.G.1.4; SS.K.G.1.3 Locating Places (cardinal & positional words) SS.K.G.1.1; SS.K.G.1.3
Lesson Essential Question(s)	**Lesson Essential Question(s)**	**Lesson Essential Question(s)**
❖ What types of landmasses and bodies of water are located near me?	❖ How does location affect the seasonal changes we experience?	❖ What are the major differences between maps and globes? ❖ How do maps and globes illustrate landmasses and bodies of water? ❖ How do people navigate using a map or globe to get from one location to another?
Concept Assessment	**Concept Assessment**	**Concept Assessment**
Students will recognize the landforms and bodies of water that are in Wakulla County.	Describe and illustrate weather from the previous weekend.	• Students differentiate between landmasses and bodies of water on a simple map or globe. • Using a simple map and manipulatives, students will describe (using directional/cardinal vocabulary taught) the relative location of their manipulative.
Instructional Suggestions	**Instructional Suggestions**	**Instructional Suggestions**
• Create a geography book with pictures and labels of different	• Using photographs and videos from online newspapers and other news	• Use a map and a globe to illustrate the differences/similarities between them. Point

landmasses and bodies of water. • Create a classroom chart labeled "Landforms" and "Bodies of Water". List names of each as they are studied or read about. • Play "Where Am I?". Give students clues like: I am riding in a small boat. I have a fishing pole. I see an alligator. The water is not salty. Am I on a river or on the ocean? How do you know? • Have students match pictures of landforms and bodies of water to their names.	services, ask students to describe the weather events they see. • Chart the weather for several weeks. What do students notice? • Create a four-square bulletin board of the four seasons. Have students illustrate weather that people may experience in each. Mark the types of weather that are common in our area. • Chart what students wear each day for a week. At the end of the week ask students "What does our clothing chart tell us about the season and weather?"	out landmasses and bodies of water. • Use the format of the story map for <u>Rosie's Walk</u> to create a group map of the route the class will take during a class walk around the playground. • Take students outside and show the sun is rising on East and how it sets on West. When your right hand is pointing to the right, your nose points north and behind you is south. Practice helping one student move to a new location by using directional and positional words. • Put up a map. Have students point to various landforms or bodies of water as you call them out. Have students explain why they chose what they chose.
Vocabulary	**Vocabulary**	**Vocabulary**
Land forms, forest, wetland, coast, Hill, Body of water, Ocean, Pond, Stream, Lake, River, Gulf of Mexico, Peninsula	Temperature, Summer, Spring, Autumn, Winter, Hurricane, Snow, Blizzard, Tornado, Drought, seasons, weather, climate	Up, Down, above, below, Behind, Near, Far, East, West, North, South, locate, location
Associated Literature	**Associated Literature**	**Associated Literature**
<u>The Sun, The Wind and The Rain</u> – Peters <u>Squish! A Wetland Walk</u> – Luenn <u>Seas and Oceans</u> - Ashwell	"*Whatever the Weather*" – Theme 5, Harcourt StoryTown <u>Tell me a Season</u> – Siddals <u>The Seasons of Arnold's Apple Tree</u> – Gibbons <u>A Tree for All Seasons</u>- Robin Bernard <u>Circle of Seasons</u> - Gerda Muller <u>The Reasons for Seasons</u> - Gail Gibbons	<u>My Map Book</u> – Fanelli <u>Follow That Map! A First Book of Mapping Skills</u> – Ritchie <u>Where Do I Live?</u> – Chesanow <u>Mapping Our World</u> - Scott

Cross-Curricular Connections	
Math: Language Arts: see page 25 Science:	
Unit Required Activity	Create a simple map of the playground and identify the route he/she would take on a walk.
Resources	Community Map - http://chumby.dlib.vt.edu/melissa/posters/commkinder.pdf Interactive Landform Map - http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/index.html Printable US Landform Map - http://www.worldatlas.com/webimage/countrys/usanewe.htm Printable Florida Map - http://maps.howstuffworks.com/maps-of-florida.htm Interactive Landform Pictures - http://www.harcourtschool.com/ss1/skills/g2_u2_land.html

	Lesson Plan on Investigating Seasons - http://www.uen.org/Lessonplan/preview.cgi?LPid=10661 Teaching maps and globes: http://www.coreknowledge.org/mimik/mimik_live_data/view.php?id=194&sp_id=4&type=site&q=maps+and+globes http://plasma.nationalgeographic.com/mapmachine/index.html - National Geographic Map Maker

UNIT Required Activity	
Create a map of the school playground; identify the route you would take on a walk through the playground.	
Benchmarks:	SS.K.G.1.1; SS.K.G.1.2; SS.K.G.1.3; SS.K.G.1.4

Teacher's Notes	The purpose of this lesson is for students to understand the difference and purpose of maps and globes. This will help to assess the learning of the following: features on maps & globes, cardinal directions, and other direction-related concepts.
	
	 This activity will need to be modeled with students to allow for understanding and success. Steps to consider:
	 1. Take a walk on the playground. Have students tell you the objects on the playground. Teacher keeps a list.
	 2. Determine cardinal directions – North, South, East, West – in relation to the playground.
	 3. What borders the playground on the North? South? East? West? Teacher keeps notes.
	 4. What type of land is the playground? Swampy, Flat, Hilly, etc.
	 5. Return to the classroom, and work with students to create a map of the playground.
	  a. What symbols will you use to represent the things on the playground?
	  b. How will you orient your paper? (North should be at top.)
	  c. What labeling needs to be on your map.
	 6. Now is a good time to pull up Google Earth and look at a view of the playground. How does our map compare?
	 7. Once modeling is complete and map is done, display map and allow students to work individually or in small groups to make their own maps.
	 8. Have students decide the route they will walk on the playground. (Model this first.)
	 9. Let students exchange maps and see if they can follow routes.
	 10. Debrief:
	  a. What made the map easy/hard to follow?
	  b. What else needs to be included on the map?
	  c. Is making a good map easy or difficult? Why?

Resources	Butcher/Chart paper Crayons/colored pencils Rulers Free Google Earth application: http://www.google.com/earth/explore/products/desktop.html

Adaptation	Provide students with a map of Florida. Ask students to color the land and bodies of water.
RUBRIC	Scoring Rubric: Discuss the following rubric with students so they know what is expected of them. **4 Points** The task is thoroughly addressed. The map is clearly understandable and thoroughly demonstrates an understanding of the purpose of symbols and cardinal directions. **3 Points** The task is adequately addressed. The map is clearly understandable and demonstrates an understanding of the purpose of symbols and cardinal directions. **2 Points** The task is somewhat addressed. The map shows some understanding of the purpose of symbols and cardinal directions **1 Point** The task is not addressed. The map shows very limited/or no understanding of the purpose of symbols and cardinal directions. **0 Points (Unscorable)** There is no understanding of the major concepts.

Social Studies Curriculum - Kindergarten
Unit 7: Things We Need, Want, Buy, and Do - Economics

Key Learning:	People have jobs, earn an income, and spend money on needs and wants.

Unit Essential Question

What is the relationship between people having a job, getting paid and buying goods?

Concept	Concept	Concept
Kinds of Jobs; Work = Money SS.K.E.1.1; SS.K.1.3	Currency SS.K.E.1.2	Needs vs. Wants SS.K.E.1.4
Lesson Essential Question(s)	**Lesson Essential Question(s)**	**Lesson Essential Question(s)**
❖ What kinds of jobs do people do? ❖ How do workers get paid for doing their job?	❖ What type of money is used to pay workers in America?	❖ What are the basic needs and wants for people?
Concept Assessment	**Concept Assessment**	
Draw a picture of what the student wants to be when they grow up and describe why they like that career.	Students can answer question: Why do people work to earn money?	Sort and organize pictures depicting needs and wants that people can buy.
Instructional Suggestions	**Instructional Suggestions**	**Instructional Suggestions**
• Read stories about careers. • Have local community members come to speak to students. • Make a collage of different jobs from magazine pictures. • Interview someone at school about his/her job. Example: principal, food service worker • Create a Classroom Job chart. Make a salary schedule for the jobs.	• Use poems and songs to teach money recognition concepts: (http://www.canteach.ca/elementary/songspoems70.html) • Money to Build a Robot Game http://www.hbschool.com/activity/money_build_robot/ • Money Song - http://www.teachertube.com/viewVideo.php?video_id=96662&title=money_song	• Using a Venn Diagram, have students sort pictures according to needs and wants. • Connect to Geography unit – Does where we live make a difference in our needs and wants? Why or why not? • Watch 'Wants and Needs' video at http://www.schooltube.com/video/1066f456ff8f4742878c/Wants-and-Needs . Have students write about something they want but do not need. • Use associated literature selections to discuss and distinguish between wants and needs.
Vocabulary	**Vocabulary**	**Vocabulary**

Jobs, Tools, Equipment, Community, work, earn, paycheck, Earnings, Income, salary	Money, coin, bill, Dollar Penny, Nickel, Dime, Quarter	Buy, Wants, Needs, necessity
Associated Literature	**Associated Literature**	**Associated Literature**
Bea And Mr. Jones by Amy Schwarz. My First Job by Julia Allen. The Berenstain Bears & Mama's New Job by Stan and Jan Berenstain. Harcourt StoryTown Theme 8 – *Jobs People Do*	How Many, How Much? – Wells The Coin Counting Book – Williams Jellybeans for Sale - McMillan	A Bargain For Frances by Russell Hoban. A Chair For My Mother by Vera B. Williams. Alexander, Who Used To Be Rich Last Sunday by Judith Viorst. Just Shopping With Mom by Mercer Mayer. Paddy's Pay Day by Alexandra Day. The Berenstain Bears' Trouble With Money by Jan and Stan Berenstain. If You Give A Mouse A Cookie.....Laura Joffee Numberoff

Cross-Curricular Connections
Language Arts: Math: Character Education: Responsibility, Honesty

Unit Required Activity	1. Students work with partner/class to make a poster or bulletin board illustrating wants and needs. 2. Students identify a job that they would like to do to earn money. They illustrate and label their drawing depicting this. Create an area to display – "Future Workers".
Resources	Coin Song, Teaching the Identification of Coins, by Scott Goodman (http://www.songsforteaching.com/preschoolkindergarten.htm) Money to Build a Robot Game - http://www.hbschool.com/activity/money_build_robot/ Spending Spree Game – more advanced: http://www.primarygames.com/Spending%20Spree/question_1.htm *Once Upon a Dime* Reader's Theatre - http://www.nancykellyallen.com/once_upon_a_dime_play.htm Money Centers, Songs, and Poems - http://www.littlegiraffes.com/mathmoney.html My Own Store Activity - http://www.eduplace.com/math/mathcentral/gradeK/kaca2.html

ELA Common Core Connections for Kindergarten

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details.
LACC.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.
Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LACC.K.RL.2.4	Ask and answer questions about unknown words in a text.
LACC.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).
LACC.K.RL.2.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LACC.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LACC.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LACC.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.
LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.

Scope and Sequence of Introduction of Primary Sources:

The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.

Kindergarten -	photograph, grandparent (speaker/interview), artifact
First Grade -	Add letters, audio/video recording
Second Grade-	Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps
Third Grade-	Add paintings, images
Fourth Grade -	Add timelines
Fifth Grade-	Add diaries, graphs

Scope and Sequence of Constitution Day/Week Instruction:

Kindergarten -	Write a class constitution
First Grade -	Compare a class constitution to National Rules/Laws [http://www.elcivics.com/civics_1.html; http://www.icivics.org/ (free, but requires registration)]
Second Grade-	Distinguish between Rule and Law
Third Grade-	Bill of Rights Awareness
Fourth Grade -	State Constitution
Fifth Grade-	US Constitution