

Course Name:	Kindergarten Social Studies		
Credits:	N/A		
Prerequisites:	N/A		
Description:	A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
All About Me	Two Months	I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family.	Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different.
Then and Now	One Month	I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving.
Holidays Around the World	One Month	I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs.	Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season.
United States	One Month	I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States.	Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important.
My Community	Two Months	I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...). I can differentiate between wants and needs.	Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.
Our World	Two Months	I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	Students will be able to describe the difference between a map and a globe. Students will also be able tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them.

<b>Unit Name:</b> All About Me	<b>Length:</b> Two Months
Standards: I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family.	Outcomes: Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different.
<b>Essential Questions:</b> How am I different from and similar to others? How can I learn to cooperate and collaborate with others? How do choices I make influence who I am and how others see me? What is a rule? Why do we have rules?	<b>Learning Targets:</b> Students will describe characteristics of a positive citizenship (classroom). Students will describe how people grow and change. Students will cooperate with my neighbors (school, home...). Students will ask and answer questions about myself and my family.
<b>Topic 1:</b> We Are Citizens	<b>Length:</b> 6-8 Days
<b>Standard(s):</b> I can describe characteristics of a positive citizenship (classroom). I can cooperate with my neighbors (school, home...).	<b>Academic Vocabulary:</b> Rules Laws Cooperation
<b>Lesson Frame:</b> Rules & Laws	I can give examples of a rule. I can give examples of a law.
<b>Lesson Frame:</b> How To Be a Good Citizen	I can tell the responsibilities of a good citizen.
<b>Lesson Frame:</b> Good Choices and Bad Choices	I can describe what are good and bad choices.
<b>Lesson Frame:</b> Friendship, Sharing, and Taking Turns	I can describe how to be a good friend.
<b>Lesson Frame:</b> Cooperation	I can define cooperation.
<b>Lesson Frame:</b> Working Hard and Trying Our Best	I can give examples of what it means to do my best.
<b>Performance Tasks:</b> Behavior Sort (Good versus Bad Choices)	<b>Notes:</b>
<b>Topic 2:</b> Families	<b>Length:</b> 3-5 Days

<b>Standards:</b> I can ask and answer questions about myself and my family. I can describe how people grow and change.	<b>Academic Vocabulary:</b> Parents Grandparents Brothers Sisters Aunts Uncles
<b>Lesson Frame:</b> My Family	I can tell who is in my family.
<b>Lesson Frame:</b> Extended Family	I can tell what an extended family is.
<b>Lesson Frame:</b> Types of Families	I can give examples of different types of families.
<b>Performance Tasks:</b> Draw a picture of your family and label each member.	Notes:

Unit Name: Then and Now	Length: One Month
Standards: I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	Outcomes: Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving.
Essential Questions: What happened in the past? How was life in the past similar to and different from today?	Learning Targets: Students will differentiate between past, present, and future. Students will identify key people, holidays, events, and traditions.
Topic 1: Past and Present	Length: 6-8 days
Standard(s): I can differentiate between past, present, and future.	Academic Vocabulary: Entertainment
Lesson Frame: Clothing Long Ago and Today	I can give an example of clothing from long ago and today.
Lesson Frame: School Long Ago and Today	I can give an example of differences between school long ago and today.
Lesson Frame: Transportation Long Ago and Today	I can give examples of transportation long ago and today.
Lesson Frame: Entertainment Long Ago and Today	I can give an example of entertainment long ago and today.
Lesson Frame: Home Long Ago and Today	I can differentiate between homes from the past and the present.
Lesson Frame: Jobs Long Ago and Today	I can differentiate between jobs from the past and the present.
Performance Tasks: Create a timeline	Notes:
Topic 2: Thanksgiving	Length: 3-5 days
Standard(s): I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	<b>Academic Vocabulary:</b> Pilgrim Native American
Lesson Frame: Pilgrims and Native Americans	I can describe a Pilgrim. I can describe a Native American.
Lesson Frame: First Thanksgiving	I can describe the first Thanksgiving and why it is important.

Lesson Frame: Present Day Traditions	I can identify common present day Thanksgiving traditions.
<b>Performance Tasks:</b> Sequencing Activity	Notes:

Unit Name: Holidays Around the World	Length: One Month
Standards: I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs.	Outcomes: Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season.
Essential Questions: What is culture? How are groups of people alike or different? How do children in other parts of the world grow and learn?	<b>Learning Targets:</b> Students will explain how groups of people are alike and different (international). Students will identify key people, holidays, events and traditions. Students will differentiate between wants and needs.
Topic 1: Customs and Traditions	<b>Length:</b> 3-5 days
Standard(s): I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions.	Academic Vocabulary: Christmas Kwanza Hanukkah
Lesson Frame: Christmas	I can describe the importance of Christmas.
Lesson Frame: Kwanza	I can describe the importance of Kwanzaa.
Lesson Frame: Hanukkah	I can describe the importance of Hanukah.
Performance Tasks: Create a poster.	Notes:
Topic 2: Economics	Length: 1-2 days
Standard(s): I can differentiate between wants and needs.	Academic Vocabulary: Need Want
Lesson Frame: Needs and Wants	I can tell the difference between a need and a want.

Performance Tasks:  
Draw a picture that shows a need and a want.

Notes:

Unit Name: United States	Length: One Month
Standards: I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States.	Outcomes: Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important.
Essential Questions: What are the rights and responsibilities of people in a group, and of those in authority? What is government?	Learning Targets: Students will identify leaders and their roles in different settings. Students will identify why voting is important. Students will identify symbols of the United States.
Topic 1: Government	Length: 2-3 days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary: President Vice President Voting
Lesson Frame: Leaders (President/Vice President)	I can identify leaders and their roles in different settings.
Lesson Frame: Voting	I can identify why voting is important.
Performance Tasks: Tell about the United States leaders and voting.	Notes:
Topic 2: Symbols	Length: 4-5 days
Standard(s): I can identify symbols of the United States.	Academic Vocabulary:
Lesson Frame: American Flag	I can describe the importance of the American Flag.
Lesson Frame: Bald Eagle	I can describe the importance of the Bald Eagle.
Lesson Frame: Pledge of Allegiance	I can describe the importance of the Pledge of Allegiance.

Lesson Frame: White House	I can describe the importance of the White House.
Performance Tasks: Tell about United States symbols	Notes:
Topic 3: Martin Luther King Jr Day	Length: 1-2 Days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary: speech
Lesson Frame: I Have a Dream...	I can explain why Dr. Martin Luther King Jr. was important.
Performance Tasks: Tell why MLK Jr. is important.	Notes:
Topic 4: President's Day	Length: 1-2 Days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary:
Lesson Frame: Significance of President's Day	I can tell why President's Day is important.
Performance Tasks: Make a picture.	Notes:

Unit Name: My Community	Length: Two Months
Standards: I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...). I can differentiate between wants and needs.	Outcomes: Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.
Essential Questions: What are similarities and differences among individuals and groups? How do civic, educational, governmental, and religious organizations function in our community, state, and nation? What questions are important to ask about wants, needs, goods, and services? Why can't people have everything that they want?	<b>Learning Targets:</b> Students will identify similarities and differences among community members. Students will identify how I belong to groups (family, school, religion...). Students will differentiate between wants and needs.
Topic 1: Community Workers	Length: 4-5 Days
Standard(s): I can identify similarities and differences among community members.	Academic Vocabulary: Medical Educational Protective Services Earth Services
Lesson Frame: Medical Helpers	I can identify medical helpers.
Lesson Frame: Educational Helpers	I can identify educational helpers.
Lesson Frame: Protective Services Helpers	I can identify protective services helpers.
Lesson Frame: Earth Service Helpers	I can identify earth service helpers.
Performance Task: Make a poster of a community helper and orally present it to the class.	Notes:
<b>Topic 2:</b> Economics	<b>Length:</b> 3-4 Days
<b>Standard(s):</b> I can differentiate between wants and needs.	<b>Academic Vocabulary:</b> Needs Wants Goods Services Producers Consumers

<b>Lesson Frame:</b> Needs and Wants (Review)	I can differentiate between wants and needs.
<b>Lesson Frame:</b> Goods and Services	I can differentiate between goods and services.
<b>Lesson Frame:</b> Producers and Consumers	I can differentiate between producers and consumers.
<b>Performance Tasks:</b> Needs and Wants Sort	Notes:

<b>Unit Name:</b> Our World	<b>Length:</b> Two Months
<b>Standards:</b> I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	<b>Outcomes:</b> Students will be able to describe the difference between a map and a globe. Students will also be able to tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them.
<b>Essential Questions:</b> Where am I? What are the features of a map? (Title, keys, labels, symbols, colors etc.) What is the purpose of a map and how do they help us? How do people change the environment, and how does the environment influence human activity?	<b>Learning Targets:</b> Students will identify my location (home, school). Students will create a map of a room (bedroom, classroom...). Students will use charts, maps, and graphs to interpret data and answer questions.
<b>Topic 1:</b> Maps	<b>Length:</b> 6-8 Days
<b>Standard(s):</b> I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	<b>Academic Vocabulary:</b> Map Globe Key Compass Rose Labels
<b>Lesson Frame:</b> What is a map?	I can tell about and describe a map.
<b>Lesson Frame:</b> Identifying Water and Land	I can tell what is water and land on a map.
<b>Lesson Frame:</b> Map Symbols and Map Keys	I can identify the key and symbols on a map.
<b>Lesson Frame:</b> Map Directions	I can identify the compass rose and tell directions.
<b>Lesson Frame:</b> What is a Globe?	I can tell about and describe a globe.
<b>Lesson Frame:</b> Comparing Maps and Globes	I can compare a map and a globe.
<b>Performance Tasks:</b> Create a map of a room (bedroom, classroom...)	<b>Notes:</b>
<b>Topic 2:</b> Earth Day	<b>Length:</b> 3-4 Days

<p>Standard(s): I can identify how reducing, reusing, and recycling affect my environment.</p>	<p>Academic Vocabulary: Reduce Reuse Recycle</p>
<p>Lesson Frame: Reduce</p>	<p>I can tell what it means to reduce and give 1-2 ways to reduce garbage.</p>
<p>Lesson Frame: Reuse</p>	<p>I can tell what it means to reuse and give 1-2 ways to reuse garbage.</p>
<p>Lesson Frame: Recycle</p>	<p>I can tell what it means to recycle and tell 1-2 things that can be recycled.</p>
<p>Performance Tasks: Recycling picture sort.</p>	<p>Notes:</p>