

Grade Curriculum Map
Instructional Plan for Social Studies Kindergarten
Cathy S. Tinkey
St. Paul's Lutheran School
Revised: July 2020

**Kindergarten Curriculum
Instructional Plan for Social Studies
Submitted by Cathy S. Tinkey
July 2019**

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	Content Type	Objectives	Standards	Assessment	Materials
AUGUST & SEPTEMBER	<ul style="list-style-type: none"> 24 Unit 1- Community and Its Helpers 	<p>SWBAT articulate in speech and in graphic representation, the value and function of family and various helpers in the community:</p> <ul style="list-style-type: none"> In the family <p>In the community:</p> <ul style="list-style-type: none"> Community helpers such as firefighter, police officer, doctor, nurse, dentist, postal employee, pastor h Salesperson, baker, teacher, server, mayor, farmer <p>Locate and describe places in the school and community</p> <ul style="list-style-type: none"> Identify if an area is land or water on simple maps and globes Know ones' own phone number, street address, city or town, and state 	<ul style="list-style-type: none"> G.K.1. Know ones' own phone number, street address, city or town, and state G.K.2. Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility G.K.3. Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school SS.Econ2.b.2 Define product market and categorize prices of products in a local market SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits. SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). SS.Econ4.a.2 Hypothesize how a good gets to the local community market. SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. 	<ul style="list-style-type: none"> Teacher observation for standards and objectives listed Able to recite their personal phone number address municipality and state Discuss a visit to the farmer's market 	<p>Read Alouds:</p> <ul style="list-style-type: none"> "My First Day of School" by Patrick K. Hallinan "Hide and Seek: All about Location" by Kirsten Hall "I Am Lost" by Hans Wilhelm "Where Do I Live?" by Neil Chesanow "On the Town: A Community Adventure" by Judith Caseley "What is a Community?" by Caroline Arnold <p>BrainPop Jr.:</p> <ul style="list-style-type: none"> Kindergarten Friends <p>Read Alouds:</p>
OCTOBER	<ul style="list-style-type: none"> 20 Unit 2- School is a Community of Learners 	<ul style="list-style-type: none"> Describe the relative location of people, places, and things by using positional words • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Describe the different jobs that people do and the tools or equipment used • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<ul style="list-style-type: none"> SS.Inq2.a.e Brainstorm what resources would be valuable to guide the inquiry. SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?) SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives. 	<ul style="list-style-type: none"> walking tour of our two school buildings and discussion back in class (1978 school building vs. 1890 school building) artistic representation/cartoon Kahoot Teacher written class response lists 	<p>Read Alouds:</p> <ul style="list-style-type: none"> "Community Helpers from A to Z" by Bobbie Kalman and Niki Walker "Jobs People Do" by Christopher Maynard "The Work We Do" by David Conrad "What Does a Community Helper Do?" series (bilingual) by various authors "What is a Landform?" by Rebecca Rissman • <p>"Looking at Landforms" by Ellen K. Mitten</p>

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			<ul style="list-style-type: none"> SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood. 		<p>“Beginning Geography, Vol. 2: Landforms and Bodies of Water” by Jo E. Moore</p> <p>BrainPop Jr.:</p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans • Landforms
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N O V E M B E R	<ul style="list-style-type: none"> • 19 • Unit 3- Seasons Change and People Adapt 	<ul style="list-style-type: none"> • Understand the variety of community types within our county, state, & nation • Describe the relative location of people, places, and things by using positional words • Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment 	<ul style="list-style-type: none"> • SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. • SS.Inq3.b.e Determine which evidence in teacher-provided sources support a claim that answers a compelling question • SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. • SS.Geog2.d.1 Identify and explain differences between rural and urban areas. • SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship). 	<ul style="list-style-type: none"> • Teacher observation for standards and objectives listed • Kahoot • physical response polls • desk charts • drawings and cartoons 	<p>Read Alouds:</p> <ul style="list-style-type: none"> • “Time to Learn About Seasons & Years” by Pam Scheunemann • “Explore Winter” by Maxine Anderson • “Explore Spring” by Maxine Anderson • “The Seasons of Arnold’s Apple Tree” by Gail Gibbons <p>BrainPop Jr.:</p> <ul style="list-style-type: none"> • Seasons • Fall • Winter • Spring • Summer

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D E C E M B E R	<ul style="list-style-type: none"> • 15 • Unit 4: Around the World 	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Identify cardinal directions (North, South, East, West) • Understand that maps and globes help to locate different places and that globes are a model of Earth • Identify if an area is land or water on simple maps and globes 	<ul style="list-style-type: none"> • SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. • SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present). • SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. • SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. • SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols. 	<ul style="list-style-type: none"> • map & globe skills assessment • construct a map of their home • Teacher observation for standards and objectives listed • Kahoot • physical response polls • desk charts • drawings and cartoons • 	
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J A N U A R Y	<ul style="list-style-type: none"> 21 Unit 4- Great People and Ideas Make America 	<ul style="list-style-type: none"> Develop an understanding of how a timeline is created and used Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage (Specific Focus: Independence Day) Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school 	<ul style="list-style-type: none"> SS.Inq4.a.e Communicate conclusions. SS.Inq4.b.e Respond effectively to questions about their inquiry. 	<ul style="list-style-type: none"> Teacher observation for standards and objectives listed Kahoot physical response polls desk charts drawings and cartoons graphic organizers with cut out, color, and paste options 	Read Alouds: <ul style="list-style-type: none"> "F is for Flag" by Wendy Chevette Lewison "If I Were President" by Catherine Stier "My Teacher for President" by Kay Winters "What Presidents are Made Of" by Hanoch Piven "Liberty!" by Allan Drummond "L Is For Liberty" by Wendy Cheyetter Lewison "A Picture Book of Harriet Tubman" by: David A. Adler BrainPop Jr.: Presidents Abraham Lincoln Harriet Tubman
F E B R U A R Y	<ul style="list-style-type: none"> 18 Unit 5-- It Happened in America 	<ul style="list-style-type: none"> Introduction to the history of America: Historical figures <ul style="list-style-type: none"> the Pilgrims, George Washington, Abraham Lincoln, George Washington Carver, Pocahontas Landmarks and symbols: <ul style="list-style-type: none"> Statue of Liberty, Washington, D.C., currency ("In God We Trust"), Liberty Bell, United States (50), neighboring countries, 7 continents, 4 oceans h Study of native American culture, Alaska, Hawaii, and American territories 	<ul style="list-style-type: none"> t SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers). SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save. SS.Geog2.b.2 Explain why people have moved to and away from their community. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> "Mailing May" by: Michael O. Tunnell "The Story of the Pilgrims" by Katherine Ross "Pete the Cat: The First Thanksgiving" by James Dean

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M A R C H	<ul style="list-style-type: none"> 17 Unit 6- America Is Many People from Many Places 	<ul style="list-style-type: none"> United States History and People Overview, (cont.) <ul style="list-style-type: none"> United States (50), neighboring countries, 7 continents, 4 oceans Study of native American culture, Wisconsin (Chippewa), Minnesota (Sioux), Alaska (Inuit), Hawaii, and American territories 	<ul style="list-style-type: none"> SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.Econ1.a.1 Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country. SS.Geog2.c.2 Describe population changes in their community over time 	<ul style="list-style-type: none"> Teacher observation for standards and objectives listed Kahoot physical response polls desk charts drawings and cartoons graphic organizers with cut out, color, and paste options play acting as a class 	<ul style="list-style-type: none"> The Very First Americans by Bryna Waldman North American Indians by Douglas Gorsline So You Want to Be President, by Judith St. George Annie Oakley: Young Markswoman by Ellen Wilson
A P R I L	<ul style="list-style-type: none"> 20 Unit 7- Children of the World 	<ul style="list-style-type: none"> Children of the World Learn about the landscape of 7 continents , location of 7 continents and major countries on a world map (Australia, Asia, Africa, Europe, North America, South America, Antarctica) famous landmarks, 	<ul style="list-style-type: none"> SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards. 	<ul style="list-style-type: none"> Teacher observation for standards and objectives listed Kahoot physical response polls desk charts drawings and cartoons graphic organizers with cut out, color, and paste options 	<ul style="list-style-type: none"> The World in Your Lunch Box, by Claire Emer Whoever You Are by Mem Fox Around The World We Go by Margaret Wise Brown We All Sing With the Same Voice by J. Philip Miller Throw Your Tooth on the Roof by Selby B. Beeler

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M A Y	<ul style="list-style-type: none"> • 24 • Economy, Money, & Opportunity 	<ul style="list-style-type: none"> • Children of the World (Cont.) historical people, and culture of 12 different countries: <ul style="list-style-type: none"> ○ Italy, ○ Peru, ○ Kenya, ○ China, ○ Canada, ○ The Bahamas ○ Mexico, ○ England, ○ The Netherlands, ○ Israel, ○ Japan, ○ Australia 	<ul style="list-style-type: none"> • SS.BH1.b.2 Identify situations and places that impact a person's emotions. • SS.BH2.a.K-1 Describe how groups of people are alike and different • SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?). • SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country. 	<ul style="list-style-type: none"> • Teacher observation for standards and objectives listed • Kahoot • physical response polls • desk charts • drawings and cartoons • graphic organizers with cut out, color, and paste options 	