

Quarter 1**STRAND: GEOGRAPHY**

Topic: Spatial Thinking and Skills

GEO 5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

- **Expectations of Learning:** Describe the relative location of a familiar place use appropriate terms. Children also should be able to use symbols such as letters, numbers, logos, street signs, and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location

STRAND: GEOGRAPHY

Topic: Spatial Thinking and Skills

GEO 6. Models and maps represent places.

- **Expectations of Learning:** Create models and maps of real places. Building on the concept of relative location, children begin to understand that familiar places can be described using models and maps

Topic: Human System

GEO 8. Individuals are unique but share common characteristics of multiple groups.

- **Expectation for Learning:** Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic. Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken, and skin color groups).

STRAND: GOVERNMENT

Topic: Rules and Laws

GOV 10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

- **Expectation for Learning:** Authority figures such as parents, principals, teachers, and police officers use rules for particular settings. Rules are established to provide order, security, and safety.

Ongoing Emphasis: HIS 1, GOV 10

Resources**Essential Questions**

Nystrom Herff-Jones: New Friends & New Places
(TG: Teacher's Guide; JA: Jumbo Atlas)

Theme: Land and Water and Maps

- Lesson 1: Looking at Models

TG: P. 89 JA: P. 16

- Lesson 2: Models and Maps

TG: P. 91 JA: P. 17

- Lesson 3: Map Symbols

TG: P. 96 (activity P. 101) JA: P. 18

- Lesson 5: Reading Maps

TG: P. 108 JA: P. 20

Nystrom Herff-Jones: New Friends & New Places
(TG: Teacher's Guide; JA: Jumbo Atlas)

Theme: In Town

- Lesson 1: Places in Town

TG: P. 51 JA: P. 9

- Lesson 2: Stores

TG: P. 55 JA: P. 10

TG: P. 119 JA: P. 22

- Lesson 4: Globes and the World

TG: P. 125 JA: P. 23

Performance Tasks**GEO 5**

1. Take students on a walk and incorporate directional vocabulary.
2. Using a pictorial map or drawing of the community, play *I Spy*. Provide children with directional clues to find an item or building on the map. (e.g., I spy a building behind the post office.)

GEO 6:

1. Understand concepts of maps and identify map symbols.
 - Find Models
 - Map a Model
 - Get information from a map

GEO 8

1. Children stand in a circle facing each other. Call out various characteristics that are unchanging (e.g., everyone with blue eyes) and some that change (e.g., everyone wearing sandals). Help the children notice that they have membership in multiple groups.

GOV 10

1. Engage children in meaningful conversations about differing rules in the home, school and community.

Differentiation

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.
(Please use for each marking period)

Academic Vocabulary

map, key, barn, railroad, fields , direction (up/down, over/under, here/there, front/back, behind/in front of), distance, symbols, landmark, location, symbols, lakes, rivers, road, school, store, make, tell, describe, draw, demonstrate, label, locate North American, South America, Africa, Europe, Asia, Australia, different, same, characteristic, group, understand, recognize, classify, correlate, make, describe, label, demonstrate, explain, model, represent, map, locate, rule, authority figure, setting, recognize, appropriate, safety, laws, order, security

Academic Connections

- ELA: RFK.2 , RF K.2a, RF K 2b, RF K 2c, W K.1
- SEL: Social Awareness: Respect for others; Responsible Decision Making-Problem solving; Relationship Skills-Working cooperatively

Field Experiences

Natural History Museum-Past, Present, Future Western Reserve Society –Heritage of Transportation

Additional Resources

- Teacher Pay Teacher (Memory Book)- www.teacherspayteachers.com/Product/Grandparents-Day-FREEBIE-part-of-my-Memory-BookMyGrandparentsMy-Heritage-838238
- **Center for the Social Emotional Foundations for Early Learning (CSEFEL)** <http://csefel.vanderbilt.edu/>
- *Select For Teachers/Caregivers* for free resources about developing social skills in young children. Resources also are available for parents.
- Article- Exploring Cultural Heritage in a Kindergarten Classroom by Lynn E. Cohen Social Studies Go a series of multimedia books www.gosocialstudiesgo.com/
- Museum Box tool for creating virtual displays of artifacts that you find online. museumbox.e2bn.org/ History-www.mission-us.org/

Quarter 2

STRAND: HISTORY

Topic: Historical Thinking and Skills

HIS 1. Time can be measured.

- **Expectation for Learning:** Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today, and tomorrow.

HIS 2. Personal history can be shared through stories and pictures.

- **Expectations of Learning:** Communicate personal history in past, present, and future through pictures and words.

Topic: Heritage

HIS 3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

- **Expectation for Learning:** Discuss art, customs, traditions, family celebrations, and language that reflect the cultural heritage.

HIS 4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

- **Expectations of Learning:** Explain the symbols that represent nations. Content Elaboration: Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.

Resources**Nystrom Herff-Jones: New Friends & New Places
(TG: Teacher's Guide; JA: Jumbo Atlas)**

TG: P. 125 JA: P. 23

- Why are rules important?
- How is sharing helping to solve problems?
- How does my family's cultural history contribute to our community?
- How do different cultures make a community better?

Theme: In Town

- Lesson 3: Safety

TG: P. 61 & 63 (activity P. 64-65) JA: P. 11

Theme: On the Farm

- Lesson 1: Places and Animals
- Lesson 2: Farms and Towns

TG: P. 79 & 83 JA: P. 13 & 14

- **Theme: The United States and the World** Lesson 1: The United States (activity pg 118)
- Lesson 2: Symbols of Our Country

TG: P. 61 & 63 (activity P. 64-65) JA: P. 22

Theme: The United States and the World

- Lesson 2: Symbols of Our Country

Theme: Seasons and Holidays

TG: (activity P. 43)

Theme: Family, Friends, and Me**Performance Tasks****HIS 1**

1. When examining artifacts and/or photographs of other eras, model and encourage the correct use of chronological vocabulary.
2. Embed the language of time throughout interactions with children (e.g., yesterday, before, soon).
3. Use calendars to show the passage of days of the week and months in an authentic manner and to schedule and plan for events, keep track of important dates and create a classroom history.
4. Time can be chronological.
Create a timeline using events from:
 - Making their own lives.
 - Making a town timeline.
 - Making a Birthday timeline

HIS 2

1. Children can make a book about themselves at different ages using photos, drawings and writing samples

HIS 3

1. Involve families in sharing traditions, customs and celebrations.
 2. Explore the art, music and dance of other cultures represented in the classroom.
 3. Identify why aspects and traditions of their cultural history are important and how they contribute to society. Understand, appreciate and respect differences and similarities among classmates' cultures.
 - Interview a family member to learn about their cultural history.
 - Make a Family Tree.
- World
- Compare International Holiday

Academic Vocabulary

ancestor, culture, diversity, learn, share, recall, retell, celebration, festivals, family, historian, location, unique, custom, tradition, celebration, language farm, crops, town, understand, identify, recognize, conclude, decide, list, past, present, future, yesterday, today, tomorrow, chronological order investigate, conduct, demonstrate, solve, explain, recognize, farmhouse, silo, barn, depend, physical, diversity, family, guardian, extended family, immediate family, understand, measure, choose, tell, which, unique, describe, recognize, illustrate, describe, classify, group, identify, recognize, apply, contrast, compare, know, alike, different, children,

Field Experiences

- Visit Lake Farm Park or Boyer’s Pumpkin Farm
- Patterson’s Apple Orchard Local food market or grocery-Free
- Fieldtrip Factory West or Eastside Marke

Additional Resources

- National Symbols of the United States-www.youtube.com/watch?v=CXcizrCswjo&list=PLOIJZ2hunTIAiwSVq87adnNDEvAQC7a5&index=2 Teaching –
- AMERICAN SYMBOLS-www.pinterest.com/smidgie421/teaching-american-symbols/ (must create an account-FREE)
- Kindergarten Smiles-kindergartensmiles.blogspot.com/search?q=american+symbols
- Teach teachers how to create magic Apr 2014 Inspiring, Persuasive Paul Pholeros
- How to reduce poverty? Fix homes Jun 2013 Inspiring, Ingenious

Performance Task Cont.**HIS 4**

1. The *I have... Who has...* game can be used to practice symbols of the United States.
2. Identify United States symbols and explain what the symbols stand for.
 - Plan an Imaginary Trip
 - Make a U.S. Map Puzzle
 - Find U.S. Symbol

Quarter 3**STRAND: GOVERNMENT**

Topic: Civic Participation and Skills

GOV 9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

- **Expectations of Learning:** Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.

Topic: Rules and Laws

GOV 10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

- **Expectation for Learning:** Authority figures such as parents, principals, teachers, and police officers use rules for particular settings. Rules are established to provide order, security, and safety.

Resources**Nystrom Herff-Jones: New Friends & New Places
(TG: Teacher's Guide; JA: Jumbo Atlas)**

TG: P. 125 JA: P. 23

- Why are rules important?
How is sharing helping to solve Problems?

STUDIES WEEKLY
Week 3,4,14,21

Performance Tasks**GOV 9**

1. Initiate a learning project and establish individual and shared responsibilities to accomplish a common goal.
2. Discuss with the students how the rainbow fish found happiness and became part of a group by sharing with others.
 - Identify safety workers and how they keep us safe.
3. Organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students will role play, recognizing their responsibilities within each center as those of the respective career fields. Lead a discussion with students where they will identify the careers they experienced

GOV 10

1. Engage children in meaningful conversations about differing rules in the home, school and community.

Academic Vocabulary

rule, authority figure, setting, recognize, appropriate, safety, laws, order, security understand, describe, distinguish, analyze, classify, examine, responsibility, community, sharing, rules

Academic Connections

- ELA: RI K.10, W K.1, W K.8, SL K.1, SL K.4, SL K.6, L K.1f, L K.6
- MATH: MD.2
- SEL: Responsible Decision Making: Problem Solving; Self-Management-Self-discipline

Field Experiences

- Federal Reserve bank of Cleveland-www.clevelandfed.org/for_the_public/tours/?DCS.nav=Main

Additional Resources

- Economics for Kids: Supply and Demand -www.youtube.com/watch?v=TWBLFLLGK10

Quarter 4**STRAND: GEOGRAPHY***Topic: Human Systems***GEO 7.** Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

- **Expectations of Learning:** The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources. Identify natural resources such as water, trees (lumber used to build our homes), soil, and sunlight.

STRAND: ECONOMICS*Topic: Scarcity***ECO 11.** People have many wants and make decisions to satisfy those wants. These decisions impact others.

- **Expectations of Learning:** People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.

*Topic: Production and Consumption***ECO 12.** Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

- **Expectations of Learning:** Identify goods and services. Goods are objects that satisfy people's wants, such as: bicycles, books, gasoline, clothing, toys. Services are activities performed by people, firms, or government agencies to satisfy economic wants, such as: fast food (food service), doctors (medical services), pet sitting (pet feeding and walking), banks (money holding and check cashing), auto repairs (fixes cars)

Resources**Theme: Family, Friends, and Me**

- Lesson 4: Homes and Other Needs

TG: P. 24 **JA:** P. 5

Theme: In Town

- Lesson 4: Workers

TG: P. 66 (activity 69-70) **JA:** P. 12

STUDIES WEEKLY

Week 9,22,23,24

Performance Tasks**GEO 7**

1. Engage children in intentional conversations to identify and define natural resources and their importance in children's daily lives.
2. Students will be able to trace objects to the category of natural resources from which they were made. They will identify some of the natural resources that people need in order to live. The physical environment provides resources to meet those needs.
 - Transporting Food
 - Using natural resources to build homes
 - Building Houses

ECO 11

1. Identify wants and needs. Make a Needs Collage Classify building as places to live, places to buy things and places for help.
2. Use location words Understanding the difference between buying and selling. Making economic choices, Buying and selling at a store.
3. Use classroom projects and experiences as opportunities to engage children in decision making about satisfying wants and how those decisions impact others.

ECO 12:

1. Distinguish between needs and wants. Identify jobs needed.
 - Compare Needs and wants
 - Locate places where workers work.
 - Match workers and worksites

Academic Vocabulary

environment, food, clothing, shelter, supply, natural resource, basic needs, barter, consumer, goods, resources, production, consumption, good, service, want, satisfy, house, want, choices, effect, good, service, need

Academic Connections

- ELA: RI K.10, W K.2, SL K.1, SL K.2, SL K.6, L K.1f, L K.6
- MATH: G.1, G.3, G.5
- SEL: Self-Management: Impulse control-Goal Setting; Relationship Skills: Helping/Seeking help

Additional Resources

- Federal Reserve bank of Cleveland-www.clevelandfed.org/for_the_public/tours/?DCS.nav=Main
- Podcasts: <https://sites.google.com/site/bevsneweducationalwebsite/web20/httpssitesgooglecomsitebevseducationalwebsiteweb-2-0-toolspodcasts-1/social-studies>
- Songs Learning to Read a Map-Joan Maute, Ed.D.- www.songsforteaching.com/socialstudiessongs.htm
- Flags of the World:<https://www.cia.gov/library/publications/the-world-factbook/index.html> Describe the American flag and what it symbolizes-
- Flags of World-www.crwflags.com/fotw/flags/ Dan Brown's "The Lost Symbol" D.C.
- Locations Map-interactive map of the Washington, D.C. www.washingtonpost.com/wpsrv/special/artsandliving/danbrownlostsymbol/Symbols-www.enchantedlearning.com/usa/states/
- The world is made up of regions that are very different from each other in terms of climate, geography, animal life, and culture.www.lonelyplanet.com/nepal
- Games to learn landmarks-<https://www.cia.gov/kids-page/games>