

Kindergarten Grade Social Studies Curriculum Map

UNIT	MATERIALS	STANDARD	TIMELINE
<p>1. Being a Good Citizen</p> <p>1.1 Follow the Rules</p> <p>1.2 Safety Signs</p> <p>1.3. Taking Responsibility</p> <p>1.4 Groups Around the World</p>	<p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p> <p>Second Step</p>	<p>14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</p> <p>14. C Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</p> <p>16.A.1b (US) Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p> <p>18.A.1 Identify folklore from different cultures which became part of the heritage of the United States.</p> <p>18.B.1a Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</p> <p>18.B.1b Identify major social institutions in the community.</p>	<p>Lesson 1- 2 weeks</p> <p>Lesson 2- 1 week and tied to math</p> <p>Lesson 3- 4 to 6 weeks in ELA unit 4</p> <p>Lesson 4- 4 to 6 weeks in ELA unit 5</p>

<p>2. My Country</p> <p>2.1 The Flag That We Wave</p> <p>2.2 Symbols of the United States</p> <p>2.3 Our Leaders</p> <p>2.4 Living with Freedom</p>	<p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p> <p>Small Flags</p> <p>Globes</p>	<p>14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</p> <p>14.B.1 Identify the different levels of government as local, state and national.</p> <p>14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</p> <p>14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</p> <p>14.F.1 Identify relationships that the federal government establishes with other nations.</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.B.1(W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p> <p>18.B.1a Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).</p>	<p>All of unit 2 lessons 1-4: 4-6 weeks in ELA unit 5</p>

<p>3. Workers</p> <p>3.1 Workers</p> <p>3.2 Working for Money</p> <p>3. 2 Using Resources</p> <p>3.3. From the farm to your table</p> <p>3.4 Goods around the world</p>	<p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p>	<p>14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.</p> <p>14.B.1 Identify the different levels of government as local, state and national.</p> <p>14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</p> <p>14.E.1 Identify relationships that the federal government establishes with other nations.</p> <p>15.A.1b Describe how wages/salaries can be earned in exchange for work.</p> <p>15.B.1 Explain why consumers must make choices.</p> <p>15.C.1a Describe how human, natural and capital resources are used to produce goods and services.</p> <p>15.C.1b Identify limitations in resources that force producers to make choices about what to produce.</p> <p>15.D.1a Demonstrate the benefits of simple voluntary exchanges.</p> <p>15.D.1b Know that barter is a type of exchange and that money makes exchange easier.</p> <p>15.E.1 Identify goods and services provided by government.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>16.C.1b (US) Explain how the economy of the students' local community has changed over time.</p> <p>16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p> <p>16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p> <p>17.C.1a Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</p> <p>17.C.1b Identify opportunities and constraints of the physical environment.</p> <p>17.C.1c Explain the difference between renewable and nonrenewable resources.</p> <p>18.A.1 Identify folklore from different cultures which became part of the heritage of the United States.</p> <p>18.B.1b Identify major social institutions in the community.</p> <p>18.C.1 Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p>All of unit 3 lessons 1-4 6 Weeks- in October and November (Start around Fire Safety Week)</p>
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<p>4. Where We Live</p> <p>4.1 Land and Water on Earth</p> <p>4.2 Models and Maps</p> <p>4.3 Regions</p> <p>4.4. City and Farm life</p>	<p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p> <p>Globe</p> <p>Maps</p>	<p>14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</p> <p>15.A.1a Identify advantages and disadvantages of different ways to distribute goods and services. 16.A.1a</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>16.C.1b (US) Explain how the economy of the students' local community has changed over time.</p> <p>16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community</p> <p>16.D.1 (W) Identify how customs and traditions from around the world influence the local community.</p> <p>16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p> <p>17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p> <p>17.B.1a Identify components of the Earth's physical systems.17.B.1b</p> <p>17.C.1a Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</p> <p>17.C.1b Identify opportunities and constraints of the physical environment.</p> <p>18.A.1 Identify folklore from different cultures which became part of the heritage of the United States.</p> <p>18.B.1b Identify major social institutions in the community.</p> <p>18.C.1 Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p>All of unit 4, Lessons 1-4</p> <p>6 weeks- Jan/Feb.</p>

<p>5. Time Goes By</p> <p>5.1 Yesterday, Today, Tomorrow</p> <p>5.2 Months of the Year</p> <p>5.3 Change Over Time</p>	<p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p> <p>Calendar</p>	<p>16.A.1a Explain the difference between past, present and future time; place themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.E.1 (US) Describe how the local environment has changed over time.</p> <p>17.B.1a Identify components of the Earth’s physical systems.</p> <p>17.D.1 Identify changes in geographic characteristics of a local region (e.g., town, community).</p> <p>16.B.1b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln’s Birthday, Martin Luther King’s Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans’ Day, Thanksgiving).</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.</p> <p>16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p>	<p>All of unit 5, lessons 1-3:</p> <p>Taught daily in calendar the whole year</p> <p>-Lesson 3: ELA unit 2</p>

<p>6. Stories of the Past</p> <p>6.1 American Holidays</p> <p>6.2 Colonial Life</p> <p>6.3 Family History</p> <p>6.4 Making History</p>	<p>Fieldtrip to Joliet Historical Museum</p> <p>Social Studies text book</p> <p>Social Studies Big Books</p> <p>United Streaming Video</p> <p>Vocabulary Cards/Poster</p> <p>Scholastic News</p> <p>Brainpop Jr. Video</p>	<p>14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</p> <p>14.F.1 Identify relationships that the federal government establishes with other nations.</p> <p>16.A.1a Explain the difference between past, present and future time; place themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways</p> <p>16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings). 16.B.1b (us)</p> <p>16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p> <p>16.C.1b (US) Explain how the economy of the students' local community has changed over time.</p> <p>16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.</p> <p>16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.</p> <p>16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.</p> <p>16.D.1 (W) Identify how customs and traditions from around the world influence the local community.</p> <p>16.E.1 (US) Describe how the local environment has changed over time.</p> <p>16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.</p> <p>17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.</p> <p>17.C.1a Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).</p> <p>18.A.1 Identify folklore from different cultures which became part of the heritage of the United States.</p> <p>18.B.1b Identify major social institutions in the community.</p> <p>18.C.1 Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p>All of unit 6:</p> <p>4-6 weeks</p> <p>-Start in November thru December (kick off with fieldtrip)</p>
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