



## Kindergarten Social Studies Scope and Sequence

Grading Period	First Grading Period	Second Grading Period	Third Grading Period	Fourth Grading Period	Throughout the School Year
<b>Guaranteed Units of Study</b>	<b>Citizenship</b>  <b>Rights and Responsibilities</b>	<b>Traditions</b>	<b>Geography, People, and the Environment</b>	<b>Wants and Needs</b>	<b>Process Standards</b> <i>The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</i>
<b>Topic Focus/Learning Targets (Connections and balance between reading and writing)</b>	<p>I can name Christopher Columbus and his contributions.</p> <p>I know how people help our community.</p> <p>I can name jobs in the home, school, and community.</p> <p>I can explain why we have rules.</p> <p>I can list rules in the home and school that keep us safe.</p> <p>I can identify people in charge in the home, school, and community.</p>	<p>I can name patriotic customs.</p> <p>I can explain the reasons for national patriotic holidays.</p> <p>I can explain why traditions and family customs are important.</p> <p>I can compare family customs and traditions.</p> <p>I can identify similarities and differences among people.</p> <p>I can make a decision within a group by voting.</p>	<p>I can identify and describe the purpose of a map and globe.</p> <p>I can identify land and water on maps and globes.</p> <p>I can name physical characteristics of landforms, bodies of water, natural resources and weather.</p> <p>I can understand that people's locations affect how they meet their basic needs.</p> <p>I can sequence events in order. (Vocabulary: before, after, next, first, last, yesterday, today and tomorrow)</p>	<p>I can explain the difference between wants and needs.</p> <p>I can tell how people make, buy, and trade goods and services.</p> <p>I can identify ways to make money.</p> <p>I can explain why people have jobs.</p>	<p><i>The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</i></p> <p>* Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</p> <p>* Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</p> <p>* Sequence and categorize information</p> <p><i>The student communicates in oral and visual forms.</i></p> <p>* Express ideas orally based on knowledge and experiences</p> <p>* Create and interpret visuals, including pictures and maps</p> <p><i>The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</i></p>

	<p>I can recognize the flags of the United States and Texas.</p> <p>I can recite the Pledge Allegiance to the United States.</p> <p>I can recite the Pledge to the Texas Flag.</p> <p>I know why we celebrate Constitution Day.</p>	<p>I can describe location using words such as over, under, near, far, left and right.</p>	<p>I can name George Washington and his contributions.</p> <p>I can name Stephen F. Austin and his contributions.</p> <p>I can name Jose Navarro and his contributions.</p>		<p>* Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p>* Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision</p> <p><b>Standards Throughout the Year</b></p> <p>* Identify examples of technology used in the home and school</p> <p>* Describe how technology helps accomplish specific tasks and meet people's needs</p> <p>* Describe how his or her life might be different without modern technology</p>
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