

## Kindergarten Social Studies

Scope & Sequence			
Days	Unit	Standard(s)/ Outcome(s)	Essential/Guiding Questions
30	Rules and Responsibilities  AND  Second Step	<ul style="list-style-type: none"> <li>● Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe. 1.A.1.a</li> <li>● Recognize that rules help promote fairness, responsible behavior, and privacy. 1.A.1.b</li> <li>● Recognize that rules promote fairness, responsible behavior, privacy. 1.A.1.b</li> <li>● Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school. 2.C.1.a</li> <li>● Recognize that rules promote fairness, responsible behavior, privacy. 1.A.1.b</li> <li>● Identify and describe rights and responsibilities in</li> </ul>	<ul style="list-style-type: none"> <li>● Why are rules and social skills important in the classroom and school?</li> <li>● What responsibilities do we have as students?</li> <li>● How do some people lead us?</li> <li>● What responsibilities do we have as family members?</li> <li>● Why do we say the Pledge to the flag?</li> <li>● Why is the Statue of Liberty an important symbol of the United States?</li> <li>● Who are some important Americans and what did they do?</li> <li>● Why do we have holidays for some important Americans?</li> </ul>

		<p>the classroom and family. 1.C.1.c</p> <ul style="list-style-type: none"><li>• Describe the roles of members of the school such as principal, crossing guard, bus drivers and teachers. 1.C.1.b</li><li>• Identify and describe rights and responsibilities in the classroom and family. 1.C.1.c</li><li>• Identify common symbols such as the American Flag and Statue of Liberty. 1.A.1.a</li><li>• Recognize that saying the Pledge of Allegiance and singing “The Star Spangled Banner” are practices associated with being a citizen. 1.A.2.b</li><li>• Identify common symbols, such as the American Flag and Statue of Liberty. 1.A.2.a</li><li>• Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current President. 1.B.1.a</li><li>• Identify the contributions of people, past and present, such as George Washington, Rosa</li></ul>	
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		<p>Parks, and the current president. 1.B.1.a</p> <ul style="list-style-type: none"> <li>• Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day. 1.B.1.b</li> <li>• Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day. 1.B.1.b</li> <li>• Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day. 1.B.1.b</li> </ul>	
30	<p>Me and My Family</p> <p>AND</p> <p>Second Step</p>	<ul style="list-style-type: none"> <li>• Identify ways that people travel on land, water, and air. 3.C.1.a</li> <li>• Explain how transportation is used to move goods and people from place to</li> </ul>	<ul style="list-style-type: none"> <li>• What are ways people travel?</li> <li>• How and where do you get the things you want? <ul style="list-style-type: none"> <li>• What are ways people communicate?</li> </ul> </li> <li>• How do people adapt to the environment</li> <li>• What choices do humans make to meet their needs?</li> </ul>

		<p>place. 3.C.1.b</p> <ul style="list-style-type: none"><li>● Identify ways that people communicate messages. 3.C.1.c</li><li>● Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather. 3.D.1.a</li><li>● Identify and describe events of the day in chronological order. 5.A.1.a</li><li>● Describe daily events in terms of yesterday, today, and tomorrow. 5.A.1.b</li><li>● Compare tools and toys of the past with those of today. 5.A.2.a</li><li>● Tell about people in the past using informational text and features. 5.A.2.b</li><li>● Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather. 3.D.1.a</li><li>● Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests. 3.D.1.b</li><li>● Give examples of qualities, such as customs, interests,</li></ul>	<ul style="list-style-type: none"><li>● What is our schedule?</li><li>● How have people changed from the past?<ul style="list-style-type: none"><li>● How have toys and tools changed from the past?</li></ul></li><li>● What makes each of us unique?</li><li>● How does technology affect the way people (live, work, play)?</li></ul>
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		<p>skills, and experiences that make individuals and families in their immediate environment unique. 2.A.1.b</p> <ul style="list-style-type: none"> <li>● Begin to be aware of technology and how it affects life. 4.A.3.a</li> </ul>	
30	<p>Me on the Map AND Second Steps</p>	<ul style="list-style-type: none"> <li>● Describe a globe as a model of Earth showing land and water. 3A1a</li> <li>● Describe how maps are models showing physical features and/or human features of places 3.A.1.b</li> <li>● Identify a location by using terms such as near-far, above-below and here-there 3.A.1.c</li> <li>● Identify pictures and photographs that represent places on a map such as a playground and a fire station 3.A.1.d <ul style="list-style-type: none"> <li>● Recognize physical features as landforms and bodies of water using photographs and pictures. 3.B.1.a <ul style="list-style-type: none"> <li>● Identify landforms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams. 3.B.1.b.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How can we tell the difference between landforms and bodies of water?</li> <li>● How are maps models? How can you identify ___ on a map? <ul style="list-style-type: none"> <li>● How are maps models?</li> </ul> </li> <li>● How can you identify _____ on a map?</li> <li>● What changes have people made to the land?</li> </ul>

