

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"> ● Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe. 1.A.1.a ● Recognize that rules help promote fairness, responsible behavior, and privacy. 1.A.1.b ● Recognize that rules promote fairness, responsible behavior, privacy. 1.A.1.b ● 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 ● Recognize that rules promote fairness, responsible behavior, privacy. 1.A.1.b ● Identify and describe rights and responsibilities in 	<ul style="list-style-type: none"> ● Why are rules and social skills important in the classroom and school? ● What responsibilities do we have as students? ● How do some people lead us? ● What responsibilities do we have as family members? ● Why do we say the Pledge to the flag? ● Why is the Statue of Liberty an important symbol of the United States? ● Who are some important Americans and what did they do? ● Why do we have holidays for some important Americans?

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

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

