



Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten Social Studies Curriculum

Course Description:

In Kindergarten, students engage in the study of themselves, their families, and their schools. They will learn how to participate and use effective citizenship skills. They will explore their families, classrooms, and schools through an interdisciplinary approach including history, civics, economics, and geography.

Scope and Sequence:

Quarter	Unit	Timeframe
1	Unit 1: My Family and School Unit 2: Patriotism	August/September
2	Unit 3: Making Choices Unit 4: History Past and Present	November/December
3	Unit 5: Americans We Celebrate Unit 6: Maps and Globes	January/February
4		

Curriculum Revisions Tracking

2020-2021

- Deleted Additional Safari Resources to the “Getting Ready for the Unit” list for all 6 units
- Referenced link on Schoology for “Martin’s Big Words” in Unit 5

2021-2022

- Moved Maps and Globes to 3rd quarter to allow for more time for science during 4th quarter

2023- 2024

- Updated links to all digital resources

Unit 1: My Family and School

Subject: Social Studies

Grade: K

Name of Unit: My Family and School

Length of Unit: 3 days (Multiple Engaging Experiences will be taught each day during the first week of school)

Overview of Unit:

In this unit, students will be able to describe character traits of different roles of people in their families and their school. They will discuss their individual rights, how people make rules, and how those decisions are made for their families and their school. At the end of the unit, as a class, you will create ground rules and/or a mission statement that your class will follow throughout the school year. This will be done as the Engaging Scenario.

Getting Ready for the Unit: (ideas can be found on Schoology)

- School rules
- Classroom rules
- *No David* book (or video)
- Pictures of principal, family members, people of authority in families and groups
- Pictures of family, school, Royals Baseball team, White House, etc.

Pre-Assessment (given prior to starting the unit):

Hold up pictures of important places or places that are familiar to the students. Ask the students who would have the authority over these groups of people. Example: school-principal, Royals-Ned Yost, White House-President

Priority Standards for unit:

- K.GS.2.C Describe how groups need to make decisions and how those decisions are made in families and classrooms.
- K.GS.2.D Describe roles and responsibilities of people in authority; in families and in groups.

Supporting Standards for unit:

- K.PC.1.B Identify reasons for making rules within the school.
- K.PC.1.E Describe the character traits of role models within your family or school.
- K.PC.1.C Discuss the concept of individual rights.
- K.RI.6.B Explain how to resolve disputes peacefully in the classroom and on the playground.
- K.TS.7.E Ask questions and find answers about a topic, with assistance.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
K.GS.2.C	how groups need to make decisions and how those decisions are made in families and classrooms	describe	understand	2
K.GS.2.D	roles and responsibilities of people in authority in families and in groups	describe	understand	1

Essential Questions:

- What is my role in my family and school?
- What are ways I can solve disagreements peacefully?
- Why do we need rules?

Enduring Understanding/Big Ideas:

- I can describe how groups makes decisions and how those decisions are made in families and classrooms.
- I can describe roles and responsibilities of authority in families and in groups.
- I can identify reasons for making rules within the school.
- I can describe the character traits of role models within my family or school.
- I can describe the concept of individual rights.
- I can explain how to resolve disagreements peacefully in the classroom and on the playground.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Identify Explain Rules Concept	Character traits Roles Responsibilities Authority Individual rights Resolve

Topic 1: Rules and Responsibilities

Engaging Experience 1

Teaching Point: Today I am going to teach you why we have rules. Who makes these rules? Who enforces the rules and what do their roles and responsibilities include?

Suggested Length of Time: 1-2 session(s)

Standards Addressed:

Priority: K.GS.2.C, K.GS.2.D

Supporting: K.PC.1.B, K.PC.1.C

Detailed Description/Instructions:

- **One way to do this.** . . read aloud a text such as David Shannon's *No David* (or show video if you don't have the book (on Schoology). Discuss the rules the character follows (or does not follow) in his home. Discuss why we have rules at home and who is in charge of implementing rules.
- **Another way to do this...** conduct a family chain of command. Model your family and how the rules are made in your home. Example: mom and dad, then next in the chain of command are the kids, then next in the chain of command is the dog. Call on a few students and show how every family is different and other families have a different chain of command. Through this scenario help the students understand that not all families are the same. Generally the grown-ups in a family protect and take care of the children in that family. It is the children's right to be safe.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Teaching Point: Today I am going to teach you the importance of rules and expectations in our classroom. How are these rules made and who enforces them?

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: K.GS.2.C, K.GS.2.D

Supporting: K.PC.1.B, K.PC.1.C

Detailed Description/Instructions:

- **One way to do this.** . . read a book such as David Shannon's *David Goes to School* (or show the video (on Schoology), and discuss the choices the character makes throughout the book. Discuss how the character could have behaved differently and the reasons for changing his or her behavior. In the book, who enforced the classroom rules? How is this book similar to our classroom? The teacher is the authority figure in the classroom and enforces the rules. The teacher does this so that children are able to experience their right to learn and to be safe.

- **Another way to do this.** . . chart good choices and poor choices for classroom behavior with the read-aloud in mind. Then have students sort expected and not expected behaviors with two sets of pictures. Sorting could be done individually, in partners, groups, or whole class. Emphasize that when everyone makes good choices, we get to experience our rights. See Schoology for resources.
- **Another way to do this.** . . create a rights and responsibilities anchor chart. (see Schoology for example). Discuss students' rights and their responsibilities in the classroom, school, and at home.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 3

Teaching Point: Today I am going to teach you the importance of rules and expectations in our school. How are these rules made and who enforces them?

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: K.GS.2.C, K.GS.2.D

Supporting: K.PC.1.B, K.PC.1.C

Detailed Description/Instructions:

- **One way to do this...**Show pictures of specials teachers, principal, assistant principal, cafeteria, counselor, recovery room, nurse and recess supervisors. Explain that these are all adults of authority and role models of our school. Role models not only make rules and enforce rules, but they need to follow the rules and display the rules. Then explain how even though we follow these rules of others, as a classroom we also get to create our own ground rules (see Engaging Scenario). This would be a great lead in to your own classroom behavior plan.
- **Another way to do this.** . . People with responsibility create rules based on their roles. The principal cares about the whole school learning. They have created rules for the entire school to follow. Some of these include: hallway expectations, dismissal expectations, etc. Make a Venn Diagram comparing principal's rules based on his/her role and classroom rules. Then find some similarities and discuss why these rules are enforced. Emphasize that rules allow us to experience our rights.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 4

Teaching Point: Today I am going to teach you the importance of rules and expectations on our **playground**. How are these rules made and who enforces them? Discuss the role and the responsibility of the playground supervisors. Discuss how their responsibility (safety of students) affects the rules they make (no hitting, etc).

Suggested Length of Time: 1 session

Standards Addressed

Priority: K.GS.2.C, K.GS.2.D

Supporting: K.PC.1.B, K.PC.1.C

Detailed Description/Instructions:

- **One way to do this. . .** Take the students to the playground and state the rules. Encourage students to discuss why the rules are in place. What voice level is appropriate? Consider making a poster to show examples and nonexamples of expected behavior on the playground. You could add on to this after the next session on the cafeteria.
- **Another way to do this...** Come up with an example of a playground problem, allow students to come up with ways to solve the problem peacefully. Some examples might include: lining up, who gets to go first, using equipment safely, etc. Emphasize that the rules allow students to experience their rights on the playground.

Engaging Experience 5

Teaching Point: Today I am going to teach you the importance of rules and expectations in our **cafeteria**. How are these rules made and who enforces them? Discuss the role and the responsibility of the cafeteria supervisors. Discuss how their responsibility (students being able to eat, student safety) affects the rules they make (no sharing food, eat first then talk, etc).

Suggested Length of Time: 1 session

Standards Addressed

Priority: K.GS.2.C, K.GS.2.D

Supporting: K.PC.1.B, K.PC.1.C

Detailed Description/Instructions:

- **One way to do this. . .** Take the students to the cafeteria and state the rules. Encourage students to discuss why the rules are in place. What voice level is appropriate? Consider making a poster to show examples and nonexamples of expected behavior in the cafeteria. You could add this to the poster about the playground if you chose to make that earlier.
- **Another way to do this...** Come up with an example of a cafeteria problem, allow students to come up with ways to solve the problem peacefully. Some examples might include: lining up, not eating your food, how to get help from an adult, etc. Emphasize that the rules allow students to experience their rights in the cafeteria.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

As a class, establish 3-5 ground rules or classroom expectations. Have the students brainstorm a list of different rules they would like to implement in the classroom and then vote on which are the most important rules. The importance of these rules reiterate the students' rights. After the rules have been determined, create a large anchor chart displaying the classroom rules. Have each student sign the ground rules poster and display it in the classroom. Continue to check back and review the ground rules/classroom expectations daily. If you would like, you can have the class create a mission statement. Through this mission statement students will gain an understanding of their responsibilities in the classroom.

Unit 2: Patriotism

Subject: Social Studies

Grade: K

Name of Unit: Patriotism

Length of Unit: 5 days

Overview of Unit:

In this unit, students will become aware of how citizens show patriotism. They will be able to identify the flag as a symbol of the United States, say the Pledge of Allegiance, and share information about the flag and other symbols that represent the United States. Students will understand that important Americans can also be symbols of the United States.

Getting Ready for the Unit:

- Make sure there is a flag displayed in the classroom.
- The *Pledge of Allegiance* book by Scholastic Inc. Or use the *Pledge of Allegiance* book on Ebsco host. (The link can be found in Schoology)

Pre-Assessment (given prior to starting the unit):

- K-W-L
 - As a whole group discuss what background knowledge the students have of symbols of the United States. As you continue to teach symbols, you can add other symbols such as George Washington, Abraham Lincoln, Statue of Liberty, Lincoln Memorial, etc. Add to the K-W-L chart.

Priority Standards for unit:

- K.PC.1.F.a Identify the flag as a symbol of our nation.
- K.PC.1.F.b Recite the Pledge of Allegiance

Supporting Standards for unit:

- K.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.
- K.TS.7.D Share findings about a topic.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
K.PC.1.F.a	the flag as a symbol of our nation.	Identify	Remember	1
K.PC.1.F.b	the Pledge of Allegiance	Recite	Remember	1

Essential Questions:

- How do citizens show patriotism?

Enduring Understanding/Big Ideas:

- I can identify the flag as a symbol of our nation.
- I can recite the Pledge of Allegiance.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Recite	Symbol Flag Pledge of Allegiance Contributions George Washington Abraham Lincoln Nation

Topic 1: Symbols

Engaging Experience 1

Teaching Point: Today I am going to teach you about an important symbol of the US, a flag.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: K.PC.1.F.a

Supporting: K.TS.7.D

Detailed Description/Instructions:

- **One way to do this.** . . . Begin a discussion about flags; when have students seen a flag, what does the flag mean to them, what do they do with a flag, etc.

- **Another way to do this. . .** Show students pictures of various flags and where you find them. Ask students to discuss with their shoulder partner what they noticed about the pictures. Using student observations, foster a class discussion about flags and their use.

Bloom’s Levels: Remember

Webb’s DOK: 1

Engaging Experience 2

Teaching Point: Today I am going to teach you the words and the expectations of “the Pledge of Allegiance.”

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: K.PC.1.F.b

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this. . .** Read *The Pledge of Allegiance* aloud to the class. Use the illustrations in the book to help foster discussions over the meaning of the words in the pledge. Give students opportunity to practice the pledge. When doing this, teach the students that the expectation of saying the “Pledge of Allegiance” is to stand, face the flag, place their right hand over their heart, and recite the words.
- **Another way to do this. . .** Discuss the meaning of a pledge. Ask students to brainstorm why we pledge, make a promise to the flag, a symbol of our country. Give students opportunity to practice the pledge.

Bloom’s Levels: Remember

Webb’s DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Record the students saying the “Pledge of Allegiance” for an audience. (Video for parents, morning announcements, opening of an assembly, etc.)

Unit 3: Making Choices

Subject: Social Studies

Grade: K

Name of Unit: Making Choices

Length of Unit: 7-10 Days

Overview of Unit:

In this unit students will be describing examples of scarcity and opportunity costs within their family and their community. Students will be able to decipher between a need and a want as well as describing examples of each.

Getting Ready for the Unit:

- Special treat such as a sticker, special pencil, die cut star, or fruit snacks
- Magazines or store advertisements
- Marshmallows (enough for each student to have two)
- *The Berenstain Bears Get the Gimmies* book

Pre-Assessment (given prior to starting the unit):

- Have students go to their desks and create a T-chart. On one side have them write the word “want” and on the other side “need”. Have students write or draw pictures of things they “want” and “need” within their family and school. Have a few students share their charts with the class. Save these for a post assessment at the end of the unit.

Priority Standards for unit:

- K.E.4.A.c Describe examples of needs and wants within your family and school.

Supporting Standards for unit:

- K.E.4.A.a Describe examples of scarcity within your family and school.
- K.E.4.A.b Describe examples of opportunity cost within your family and school.
- K.TS.7.D Share findings about a topic.
- K.TS.7.E Ask questions and find answers about a topic, with assistance.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
K.E.4.A.c	Examples of needs and wants within your family and school	describe	understand	2

Essential Questions:

- How do we make choices?

Enduring Understanding/Big Ideas:

- I can describe needs and wants within my family and school.
- I can describe examples of scarcity within my family and school.
- I can describe examples of opportunity cost within my family and school.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe	Scarcity Shortages Opportunity cost Needs and wants

Topic 1: Economic Concepts

Engaging Experience 1

Teaching Point: Today I am going to teach you about wants and needs in your life.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: K.E.4.A.c

Supporting:

Detailed Description/Instructions:

- **One way to do this.** . . Introduce the vocabulary of a need and a want with an interactive slideshow (see Schoology). With each picture, ask students to identify if the item is a need or want using hand signals, pair share or other interactive strategies. After the slideshow, describe what a need is (something we must have to survive or live) and what a want is (something nice or fun to have, but we can live without it). Then make a chart of things that are needs and things that are wants. Discuss the differences between the two.
- **Another way to do this.** . . Read (or show the video on Schoology) *The Berenstain Bears Get the Gimmies*, discuss why Mama Bear wanted the cubs to change their habits. Relate the actions of the bear family to events in their home (for example, eat your dinner before eating dessert). Ask students to brainstorm why these habits are important in relation to needs and wants.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Scarcity and Shortages

Engaging Experience 2

Teaching Point: Today I am going to teach you about the impact of scarcity and shortages.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

Supporting: K.E.4.A.a, K.TS.7.D, K.TS.7.E

Detailed Description/Instructions:

- **One way to do this...**purchase a box of fruit snacks or a special treat that has LESS than the number of students in your class (you will ultimately need enough for everyone). Hand out a small number of fruit snacks to the kids. When you run out, ask the students to tell you what the problem is. Use this time to talk about the definition of scarcity or shortage (not having enough of something). Ask how you should divide the fruit snacks among the students in the classroom. After discussing ways to solve the problem, pass out the rest of the fruit snacks. Ask students to name other times in their life where they experiences scarcity or a shortage.
- **Another way to do this...**Have a classroom discussion on scarcity. Scarcity is all around. There is a scarcity of space, preferential seating, snacks, etc. Have students come up with other examples of scarcity. Some examples can be there are not enough swings on the playground, the ice cream truck runs out of your favorite ice cream, etc.
- **Another way to do this...**Read the book *The Doorbell Rang* by Pat Hutchins. Talk about scarcity with the whole class.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Opportunity Cost, Value and Choices

Engaging Experience 3

Teaching Point: Today I am going to teach you about the impact of opportunity cost, value, and choices.

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority:

Supporting: K.E.4.A.b, K.TS.7.D, K.TS.7.E

Detailed Description/Instructions:

- **One way to do this...**Give each student a large marshmallow. Let them know if they do not eat it for 5-7 minutes, they will get another one. Have the students sit at their desk

looking at their marshmallow. If the student chooses to eat their marshmallow before the time is up, that is the only one they will get. After the 5-7 minutes is up, give the students who still have their first marshmallow on their desks a second one. Explain to them this is an example of opportunity cost; getting something and at the same time giving something up. In this case, those who eat their marshmallow right away, give up having another one. Those who wait experience opportunity cost by missing out on eating the marshmallow right away (instant gratification) but get two later.

- **Another way to do this...** Give the students a blank piece of paper and have them fold it in half. On each side of the paper have them draw one thing they want from the store. (It will be two items total.) Then call the students to the carpet to share their drawings. After sharing tell the students you have some bad news and they can only have one of the items they drew on their paper. Have them put an X on one object. Tell the students the object they drew and X over is the opportunity cost. You can't have everything you see, you can't go everywhere you want, you have to make decisions. The thing you don't do is the opportunity cost.
- **Another way to do this. . .** read a story that involves a character making a decision about spending or saving money such as "Goob and the Bug Collecting" in *The Seven Habits of Happy Kids*, Judith Viorst's *Alexander Who Used to be Rich Last Sunday*, or Mercer Mayer's *Just a Piggy Bank*. Discuss how the characters have to make choices about spending their money based on what they will get and what they will lose, opportunity cost.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Give the students grocery store advertisements, store flyers, magazines, etc. Have the students come up with a list of items they need and a list of items they want. They should have at least 5-8 items on each list. Ask students to pick one item on their need list. They should explain in a writing why that item is a need. Then have the students share their list with their buddy classroom and tell them why they need the items under need and why they want the items under want.

Unit 4: History: Past Versus Present

Subject: Social Studies

Grade: K

Name of Unit: History: Past Versus Present

Length of Unit: 10 days

Overview of Unit:

In this unit, students will be looking at their culture and comparing their family from the past to the present. Students will be able to share stories, traditions, and bring in artifacts that describe their family's history.

Getting Ready for the Unit:

- Bring in artifacts that describe your family. (newsletter and parent letter home examples in schoology)
- Bring in pictures of your current family, your parents' family, and your grandparents' family if you have them readily available. Through these pictures, students will be able to see differences in families now and then.
- Send a note home asking parents to send in pictures of their family in the past and present and to send in a family artifact (special piece of clothing, blanket, picture, souvenir, etc).
- Books-*Too Many Tamales* by Gary Soto, *The Keeping Quilt* by Patricia Polacco, *Light the Lights* by Margaret Moorman
- Online Resources: Past and Present Slideshow (Schoology)

Pre-Assessment (given prior to starting the unit):

- Have the students go to their desk and illustrate and write about a tradition they have with their family. *Do not give them any additional assistance on the definition of a tradition.*

Priority Standards for unit:

- K.RI.6.A Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.

Supporting Standards for unit:

- K.H.3.B.a Create a personal history.
- K.H.3.B.b Compare your family in the past and present.
- K.RI.6.C Share stories related to your family cultural traditions and family lore.
- K.RI.6.D.4 Describe how you and your family remember and commemorate your cultural heritage.

- K.TS.7.A.b Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
K.RI.6.A	cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions	describe	remember	1

Essential Questions:

- What is “history” and how is the past different from the present?

Enduring Understanding/Big Ideas:

- I can describe the cultural characteristics of my family and classmates by talking about language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
- I can create a personal history.
- I can compare my family in the past and the present.
- I can share stories related to my family’s cultural traditions and family lore.
- I can describe how my family and I remember and commemorate our cultural heritage.
- I can use artifacts to share information about my family’s traditions and heritage.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Create Compare Share Past Present Remember Events Point of View	Artifacts Family lore Cultural heritage Cultural characteristics Personal history Cultural traditions Timeline

Topic 1: My History- Past and Present

Engaging Experience 1

Teaching Point: Today I am going to teach you how to identify history in the past and the present.

Suggested Length of Time: 1-3 sessions

Standards Addressed

Priority: N/A

Supporting: K.TS.7.A.b, K.H.3.C

Detailed Description/Instructions:

- **One way to do this.** . . show two different pictures of the past and the present to the students. Ask students to compare and contrast the pictures and share their findings. After students have shared their findings, introduce the vocabulary words past (then) and present (now). For example, show pictures of the school THEN (like a one room schoolhouse) and NOW (a current picture of a school or even your own school).
- **Another way to this.** . . give students pictures from the past and present to sort. Ask students to pick two pictures to share with the class or the group and give reasons or evidence for how they know the time the pictures were taken, past or present.
- **Another way to do this.** . . show a variety of resources (*Scholastic, Time for Kids*, books, videos, etc.) that provide examples of what life was like for the pilgrims. Encourage conversations about the similarities and differences between clothes, homes, food, daily life, etc of the pilgrims' lives and their own lives. Discuss the contributions of the pilgrims.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Teaching Point: Today I am going to teach you about differences in the past and present in my family.

Suggested Length of Time: 2-3 sessions

Standards Addressed:

Priority: K.RI.6.A

Supporting: K.H.3.B.b, K.TS.7.A.b

Detailed Description/Instructions:

- **One way to do this...** show two different pictures of your family, one photo from the past and one from the present. Have the students come up with differences in your two pictures. Encourage them to bring in their own pictures the next day to share with the

class. Encourage students to bring in an artifact (pictures, blanket, stuffed animal, family album, jewelry etc..) that represents the history of their family.

- **Another way to do this...** have the students share their pictures they brought showing past and present with their own families. During sharing, discuss the physical differences with both the people and the surroundings.
- **Another way to do this. . .** model making a simple timeline of your life for your students. Ask students to make their own timeline with pictures and labels. For example, kids can start with being a baby (past), then drawing a picture of what they look like now (present) and what they will look like as a grown-up (future).

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Culture- Past and Present

Engaging Experience 3

Teaching Point: Today I am going to teach you how to identify your family's cultural heritage and traditions and recognize the cultures of your peers.

Suggested Length of Time: 3- 6 sessions

Standards Addressed

Priority: K.RI.6.A

Supporting: K.RI.6.D.4, K.H.3.B.a, K.RI.6.C

Detailed Description/Instructions:

- **One way to do this...**Read the book, *Too Many Tamales* by Gary Soto. Talk about the words such as culture, tradition, celebration. Have a conversation around the book and get the students talking about what their celebrations and holidays look like at home.
- **Another way to do this. . .** Read the book, *Light the Lights* by Margaret Moorman. Talk about the similarities and differences between the cultural heritage and the traditions of the two holidays.
- **Another way to do this. . .** have students make a sketch to stretch (a quick sketch) to show their cultural heritage by drawing a tradition they do in their home. Encourage students to make their pictures look like real life with details of food, decoration and clothing and with labels that teach. Have students compare and contrast their pictures to the pictures of their classmates.
- **Another way to do this. . .** Send home the "Family Holiday Traditions" (found on Schoology). Ask parents to help their children fill in different holiday traditions they celebrate.
- **Another way to do this. . .** In class, have students fill out and then share "My Holiday Traditions" (found on Schoology). Encourage students to think about ways their traditions are the same and different as their peers.

- **Another way to do this.** . . invite a guest speaker to come and discuss his or her cultural heritage and traditions of his/her culture (keep in mind sharing things such as language, dress, artistic expression, food, etc.). Have students compare and contrast the speaker's traditions and culture to their own. The speaker could be a student's family member etc.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Read Patricia Polacco's *The Keeping Quilt*. Give students a small square (8x8 piece of white paper) to create their own "personal history." Remind them their square should be a representation of themselves and their family. It should include things such as special events, celebrations, hobbies, family members, important artifacts etc. Their square can include writing and drawings. Have students share their square with their classmates and then put all the students squares together to make a class quilt.

Unit 5: Americans We Celebrate

Subject: Social Studies

Grade: K

Name of Unit: Americans We Celebrate

Length of Unit: 5 days (3 days prior to Martin Luther King Jr Day and 2 days prior to Presidents' Day)

Overview of Unit:

In this unit, students will learn about historical figures and their contributions which led to the creation of national holidays. Students will learn how national holidays are different than popular holidays like Halloween and Valentine's Day.

Getting Ready for the Unit:

- *Let's Find Out* magazine or *Time For Kids* about Martin Luther King Jr.
- Books about Martin Luther King Jr. such as [*Martin's Big Words*](#) (available on Schoology,) *Happy Birthday Martin Luther King*, "I have a Dream"
- *Let's Find Out* magazine or *Time For Kids* about Presidents' Day
- *I am George Washington* by Brad Meltzer
- *I am Abraham Lincoln* by Brad Meltzer
- Coin resources such as pictures, plastic or real coins (see schoology for resources)

Pre-Assessment (given prior to starting the unit):

- Ask students to draw a picture of a leader they know. They can draw a picture of anyone, such as a leader at school, a leader in our city, state or country. Once students have finished their picture, have students share why they drew that person, why that person is a leader.

Priority Standards for unit:

- K.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Mark Luther King Jr., Squanto, etc.

Supporting Standards for unit:

- N/A

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
K.H.3.C	Contributions of people around holidays	Describe	Remember	1

Essential Questions:

- Who are Americans we celebrate each year?
- Why do we celebrate these important Americans?
- What did these Americans do that was important in the past?
- How do these Americans help or impact us today?

Enduring Understanding/Big Ideas:

- I can identify important Americans we celebrate.
- I can identify why we celebrate important Americans from history.
- I can identify how important Americans impact our lives today.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Contribution	National holiday Popular holiday (Halloween, Valentine's Day) Historical figure President George Washington Abraham Lincoln Martin Luther King, Jr.

Topic 1: Martin Luther King, Jr.

Engaging Experience 1

Teaching Point: Today I am going to teach you about an important American, Martin Luther King Jr. and his life.

Suggested Length of Time: 1- 2 sessions

Standards Addressed

Priority: K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** . . use the *Let's Find Out* magazine or *Time for Kids* to introduce who Martin Luther King, Jr. was and to learn about his life.
- **Another way to do this.** . . read a book about Martin Luther King, Jr. to learn about Martin Luther King Jr.'s life experiences and discuss how his experiences as a young child impacted the actions of his adult life.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Teaching Point: Today I am going to teach you how Martin Luther King, Jr.'s actions help us even today.

Suggested Length of Time: 3-5 sessions

Standards Addressed:

Priority: K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** . . Identify particular groups of students to pick a special spot around the room. You can pick by if your names starts with a vowel, if your shoes tie, if your birthday is in the summer, if you have a dog for a pet (Please pick an attribute that is culturally relevant. Please avoid choosing physical attributes). After letting the first group pick, assign a place around the room for everyone else such as at their desks or table spots. Discuss with students how they are feeling about their choice or lack of choice during this activity. Relate this feeling to how African Americans felt when they did not have a choice in their lives before the work of Martin Luther King, Jr. and other activists that helped work for equality in our country.
- **Another way to do this.** . . have the students brainstorm a list of ideas around the classroom they would to change for the better. Relate this to how Martin Luther King, Jr.'s actions showed thinking win-win for everyone. Ask what can we do within our classroom to think win-win for everyone? Some examples to provide for your students could be, take turns going first, pick different friends to work with, say something nice to someone everyday and so forth.
- **Another way to do this.** . . watch Kid President's video (on Schoology) about Martin Luther King, Jr. Discuss how our lives are different from when Martin Luther King, Jr. was a kid. Ask students to think of ways they can think like Martin and what actions they can do to help live a life of kindness.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: George Washington

Engaging Experience 3

Teaching Point: Today I am going to teach you about an important American, George Washington, and his life.

Suggested Length of Time: 1-3 sessions

Standards Addressed

Priority:K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** ...use the *Let's Find Out* magazine or *Time for Kids* to introduce who George Washington is and to learn about his life.
- **Another way to do this.** . . Read *I am George Washington* by Brad Meltzer and discuss important details in his life. Create a timeline of his accomplishments. Remind students of the timeline we made to show our own lives. Explain to students that a timeline is a tool that social scientists use to study people and the past.
- **Another way to do this.** . . Ask why is George Washington on the quarter and the dollar bill. Talk about what accomplishments he did to deserve this honor. See Schoology for coin resources.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Abraham Lincoln

Engaging Experience 4

Teaching Point: Today I am going to teach you about an important American, Abraham Lincoln, and his life.

Suggested Length of Time: 3-5 sessions

Standards Addressed

Priority:K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** ...use the *Let's Find Out* magazine or *Time for Kids* to introduce who Abraham Lincoln is and to learn about his life.
- **Another way to do this.** . . Read *I am Abraham Lincoln* by Brad Meltzer and discuss his life in the past versus our lives in the present. (The one room schoolhouse, his love for books, walking to school, etc)

- **Another way to do this.** . . talk about the penny and who is on the face of the penny. Ask why is Abraham Lincoln on the penny, and what were his significant contributions. See Schoology for resources on coins.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 5

Teaching Point: Today I am going to teach you about how Abraham Lincoln's actions help us even today.

Suggested Length of Time: 1- 2 sessions

Standards Addressed:

Priority: K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** . . Read a book about Abraham Lincoln (or refer to a book that you have already read) and discuss how his life as a kid impacted his choices as an adult. Ask students to think about a time they were sad about something and what they did to change the situation to make it better.
- **Another way to do this.** . . have the students brainstorm a list of ideas around the school (thinking broader than at the beginning of the unit) where they would change something for the better. Relate this to how Abraham Lincoln's actions showed thinking win-win for everyone. Ask what we can do within our school to think win-win for everyone. Some examples to provide for your students could be to help pick up trash around the school, to play with a new friend at recess every week, to help a friend open something at lunch, etc.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 6

Teaching Point: Today I am going to teach you about coins, the presidents on them and their values.

Suggested Length of Time: 1- 2 sessions

Standards Addressed:

Priority: K.H.3.C

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this.** . . Now that we have talked about Abraham Lincoln and George Washington on the penny and the quarter, I am going to introduce you to some other coins; nickel and dime and talk to you about their presidents also. You can introduce

students to the other coins by showing pictures of the coins, plastic money or real money. As you show each coin, discuss the money value of each one.

- **One way to do this. . .** Create a paper coin of each penny, nickel, dime, quarter. (see Schoology resources) After creating the coins, have students create a wallet to keep their coins safe.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Read the story, [*Martin's Big Words*](#) (link can be found on Schoology if you do not have the book) and talk about how he used words to make change to help everyone. Have all of the students trace their hand and create a bulletin board with hands to celebrate each person as an individual and how we can all be leaders to make our world a better place. See Schoology for images and ideas.

Unit 6: Maps and Globes

Subject: Social Studies

Grade: K

Name of Unit: Maps and Globes

Length of Unit: 1-2 Weeks

Overview of Unit:

In this unit, with assistance, students will be reading, creating, and using maps to read about familiar places. Students will be able to identify the map and what it represents. They will be able to talk about the features of the map such as the key, compass, water, land, etc.

Getting Ready for the Unit:

- *Me on the Map* book
- Have access to a globe
- Bring in magazines or store adds
- Gather maps of various locations
 - Zoo, school, city, Ikea, aquarium, Legoland, etc. (found in Schoology)

Pre-Assessment (given prior to starting the unit):

- Have students create a map of their bedroom. Students should not be given any direction or assistance.

Priority Standards for unit:

- K.EG.5.A.b With assistance, read, construct, and use maps of familiar places such as the classroom, the bedroom, the home, etc.
- K.EG.5.A.a Identify maps as representations of real places.

Supporting Standards for unit:

- K.EG.5.A.c Match legend symbols to map features.
- K.TS.7.A.a Label and analyze different sources with guidance and support.
- K.EG.5.B Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.)
- K.TS.7.D Share findings about a topic.
- K.TS.7.E Ask questions and find answers about a topic, with assistance.
- K.TS.7.B Use visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
K.EG.5.A.b	Maps of familiar places such as the classroom, the bedroom, the home etc.	With assistance, read construct, & use	Apply	1
K.EG.5.A.a	Maps as representations of real places.	Identify	Apply	1

Essential Questions:

- How do we use maps and globes to learn about places?

Enduring Understanding/Big Ideas:

- I can identify maps.
- I can identify the map key symbols to match map features.
- With help, I can read and create a map of places I know.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Match Representation Read Construct Identify Positional Words (below, above, front, back, left, right, etc.)	Map Key Symbols

Topic 1: Globes, Maps, and their Symbols

Engaging Experience 1

Teaching Point: Today I am going to teach you about maps, their symbols, and what they stand for.

Suggested Length of Time: 4- 7 sessions

Standards Addressed

Priority: K.EG.5.A.a, K.EG.5.A.b

Supporting: K.EG.5.A.c, K.TS.7.B

Detailed Description/Instructions:

- **One way to do this.** . . Read the book *Me on the Map*. It begins with the character in her bedroom and then gets more elaborate. Talk about the progression through the different maps in the book as a whole group.
- **Another way to do this.** . . Ask students to name the maps they have seen. Make a chart of the maps students are already familiar with.
- **Another way to do this.** . . Show students multiple maps (resource available on Schoology). Ask students to name the place each map represents and justify their thinking. Help them understand each map is of a real place.
- **Another way to do this.** . . Ask students to observe real maps and identify similarities and differences between them. Make a list of the different features the students notice on a map. Be sure to point out the map key and symbols of the map. Have students label the parts of a map. (Sheet can be found on Schoology)
- **Another way to do this.** . . Make a map legend as a class thinking about logical symbols that could be used to represent things in real life (for example, draw a slide for the park). Ask students to draw their own map of one area at school (playground, classroom, lunchroom, etc.) using the symbols created as a group.
- **Another way to do this.** . . Show students a globe. Show different features of the globe such as the compass rose, equator, land, water, northern and southern hemisphere, etc. Help them understand the globe is a 3D version of a map that represents earth. Have students label the parts of a globe. (Sheet can be found on Schoology)
- **Another way to do this.** . . Display a map and a globe at the same time. Ask students to identify the similarities and differences between a map and a globe. You can use the list made during a previous lesson to help foster the discussion. Discuss when to use a map versus when to use a globe.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 2

Teaching Point: Today I am going to teach you how maps can be used to help us find real places and create a map of a familiar place.

Suggested Length of Time: 1-2 Sessions

Standards Addressed:

Priority: K.EG.5.A.b, K.EG.5.A.a

Supporting: K.EG.5.B, K.TS.7.B

Detailed Description:

- **One way to do this.** . . Go to Google Maps and look up a few common places. Examples, Hy-Vee, a local park, etc. Then also show students your school and other

places around the neighborhood. This is one way to use a map, to locate places, and show how Google can show a variety of different places we use and see everyday.

- **Another way to do this.** . . Show the students the fire escape plan. Follow the map to identify where your class would go in case there was an emergency. Ask students to identify why we need a map if there is an emergency.
- **Another way to do this.** . . Give the students a blank piece of white paper and have them construct a map of the playground using verbal directions such as “next to,” “above,” “behind,” etc.

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Using magazine clippings, store advertisements, etc. have the students create a map of a place they know. This can include but is not limited to the following: playground, bedroom, grocery store, park, house. The students will need to include labels and a key.

Another way to do this is have students create a map out of Legos. Assign groups of students a specific part of the school and have them design a map with Legos (cafeteria, playground, classroom, etc.).