Grade: K
Course: Social Studies
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit 1: Historical Thinking and Skills
Essential Question: How do things change over time? How do they stay the same?
Big Idea: You can compare and contrast past and present
Big Idea: A timeline shows the chronological sequence of events
Big Idea: Understand and analyze a one-month calendar
Unit Vocabulary: today, present, past, yesterday, change, tomorrow, history, and future

Connection to Social Emotional Standards and/or Social Justice Standards

DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

Connection to Vision of a Lakewood Ranger

Global Awareness/Citizenship
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1-2 Weeks	**Content Statement - 1. Time can be measured.**			
		CONTENT ELABORATION Children use chronological vocabulary to distinguish broad categories of time. These early skills are foundational to an understanding of chronological order and timelines. Examples of chronological vocabulary include: • past: long ago, yesterday, last week, last month, last year, before kindergarten; • present: today, now, right now, kindergarten; and • future: tomorrow, next week, next month, next year, first grade.	Use chronological vocabulary correctly.	HMH Magazines: *Past and Present* - TE. pgs. 141-149
	Content Statement - 2. Personal history can be shared through stories and pictures.			
		CONTENT ELABORATION As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool). At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.	Communicate personal history through stories and pictures.	HMH Magazines: *Past and Present* - TE. pgs. 141-149

Literature List:
Drum Dream Girl: How one Girl How One Girl's Courage Changed Music By: Margarita Engle
Going to Town: Adapted to the Little House books
Life at home (Then and Now) By: Vicki Yates
Washday By: Eve Bunting
A Year at a Construction Site By: Nicolas Harris
Internet Resources: To access all HMH ED resources, which include: quizzes, interactive magazine, projectable magazine, and reading support materials click HERE

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Unit 2: Heritage
Essential Questions: What important people and events do we celebrate throughout the year? What symbols bring people together as Americans?
Big Idea: American Symbols represent the values and principles of our county (big idea from “Flags” unit).
Big Idea: Ideas. customs and traditions can be understood through diverse cultures (big idea from “Celebrate” unit).
Vocabulary: Honnor, inventor, hero, courage, president, celebrate, symbol, liberty, freedom, seal, and flags

Connection to Social Emotional Standards and/or Social Justice Standards

DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Connection to Vision of a Lakewood Ranger

Global Awareness/ Citizenship
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1 Week	**Content Statement -** **3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.**			
		CONTENT ELABORATION Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people. Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness. Children can talk about the significance of family celebrations and why they are important.	Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.	HMH Magazines: *Celebrations* - TE. pgs. 169-177
1-2 Weeks	**Content Statement -** **4. Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.**			
		CONTENT ELABORATION Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation. Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and listening to the National Anthem.	Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States. Recognize that other nations are represented by symbols and practices.	HMH Magazines: *Flags and other Symbols* - TE. pgs.29-37
	Literature List: *Martin’s Big Words: The Life of Dr.Martin Luther King, Jr. By Doreen Rappaport* *Fifty Cents and a Dream: Young Booker T. Washington by Jabari Asim* *The House That George Built by Suzanne Slade* *The Bald Eagle by Normal Pearl*		*Our American Flag by Mary Firestone* *Purple Mountain Majesties by Barbara* Online Resources: To access all HMH ED resources, which include: quizzes, interactive magazines, projectable magazines, videos, and reading support materials click HERE	

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LAKEWOOD CITY SCHOOLS

Unit 3: Spatial Thinking and Skills
Essential Questions: How do maps help us describe places?
Big Idea: Understands and uses a map key
Big Idea: Understand that maps represent real places
Big Idea: Apply directional concepts to describe location.
Vocabulary: left, in front, right, behind, near, far, map, symbol, country, state, model, and continent

Connection to Vision of a Lakewood Ranger

Critical Thinking
Growth Mindset
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1-2 Weeks	**Content Statement -** **5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.**			
	CONTENT ELABORATION A foundational concept for spatial thinking is relative location (the location of a place relative to other places). Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store. Children also should be able to use symbols to talk about relative location. Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of. Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.		Describe the relative location of a familiar place using appropriate terms.	HMH Magazines: *Maps* - TE. pgs. 85-93
	Content Statement - **6. Models and maps represent real places.**			
	CONTENT ELABORATION Building on the concept of location, children begin to understand that familiar places can be described using models and maps. Children can practice making models and maps of places. This is a foundational concept for children being able to locate and identify places on maps in grade one.		Create models and maps of places.	HMH Magazines: *Maps* - TE. pgs. 85-93

Literature List:
North, South, East, West by Margaret Wise Brown
Lucy in the City: A Story About Developing Spatial Thinking by Julie Dilemuth
Pirate Treasure Map
Me on the Map
Online Resources:
To access all HMH ED resources, which include: quizzes, interactive magazines, projectable magazines, videos, and reading support materials click HERE

Grade: K
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Unit 4: Human Systems
Essential Questions: How can our environment impact the way we live?
Big Idea: Compare and contrast places in a neighborhood.
Big Idea: Identify the importance of different places in a neighborhood.
Big Idea: Identify and understand the importance of different jobs in a community.
Big Idea: Understand that resources in a neighborhood impact our basic needs.

Vocabulary: neighborhood, route, transportation, traffic, sign, and shelter

Connection to **Social Emotional Standards** and/or **Social Justice Standards** Connection to Vision of a Lakewood Ranger	ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. JU.K-2.11 I know my friends have many identities, but they are always still just themselves Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1-2 Weeks	**Content Statement -** **7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.**			
	CONTENT ELABORATION Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources. Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.		Identify natural resources that are used in the children's daily lives.	HMH Magazines: *Neighborhoods* - TE. pgs. 113-121
	Content Statement - **8. Individuals are unique but share common characteristics of multiple groups.**			
	Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic. Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).		Identify ways that individuals in the family, school and community are unique and ways that they are the same.	HMH Magazines: *Neighborhoods* - TE. pgs. 113-121

Literature List:
The Listening Walk by Paul Showers
Last Stop on Market Street by Matt de la Pena
Maybe Something Beautiful: HowArt Transformed a Neighborhood by F. Isabel Campoy and Theresa Howell
The Cat with Seven Names by Tony Johston
Counting on Community by Innosanto Nagara
Online Resources:
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Grade: K
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Year: 2024

Unit 5: Civic Participation and Skills
Essential Question: How can jobs contribute to the community?
Big Idea: Identify and understand the importance of different jobs in a community.
Big Idea:
Vocabulary: worker, job, teacher, principal, firefighter, police officer, nurse, carpenter

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	C2. 1.a Identify the purpose for having school-wide expectations and classroom rules DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
Connection to Vision of a Lakewood Ranger	Collaboration Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1-2 weeks				
	Content Statement - **9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.**			
	CONTENT ELABORATION Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished. For example, children can share responsibilities to take care of a classroom garden.		Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.	HMH Magazines: *Jobs* - TE. pgs. 57-65

Literature List:
Whose Hands Are These? A Community Helper Guessing Book by Miranda Paul

The Berenstain Bears' Trouble With Money by Stan Berenstain

Job Wanted by Teresa Bateman

Sydney Finds a Job by Shari Todd and Thom Battist

Madeline Finn and the Library Dog by Lisa Papp

Online Resources:
To access all HMH ED resources, which include: quizzes, interactive magazines, projectable magazines, videos, and reading support materials click HERE

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Unit 6: Rules and Laws
Essential Questions: Why is it important to learn to be a good citizen?
Big Idea: Understand that groups of people live, work, and play together.
Big Idea: Identify problems and offer solutions for a problem.
Big Idea: Understand the purpose of rules.
Vocabulary: cooperate, fair, respect, citizen, responsible, problem, solution, community, rule, laws, and brave

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

A4. 1.a Describe the outcomes of both following and breaking rules

Connection to Vision of a Lakewood Ranger

Global Awareness/Ctizenship

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
2 Weeks (Content statement 10-11)	**Content Statement:** **10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.**			
	CONTENT ELABORATION Authority figures such as parents, principals, teachers, and police officers use rules for particular settings. Rules are established to provide order, security, and safety.		Explain the purpose for rules at home and in the school and community.	HMH Magazines: *Being a good citizen* - TE. pgs. 1-9

Literature List:
The Story of Ruby Bridges by Robert Coles

My First by Helen Lester

Cala and Davie by Patricia Polacco

Now and Ben: The Modern Inventions of Benjamin Franklin by Gene Baretta

The People Could Fly: The Picture by Virgina Hamilton

Online Resources:
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LAKEWOOD CITY SCHOOLS

Unit 7: Scarcity
Essential Questions: How can our decisions impact others?
Big Idea: Identify ways that people can get along.
Big Idea: Understand the importance of getting along.
Big Idea: Demonstrate examples of choice and consequences in role play.
Vocabulary: cooperate, fair, respect, citizen, responsible, problem, and solution

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	AC.K-2.16 I care about those who are treated unfairly.
Connection to Vision of a Lakewood Ranger	Critical Thinking Communication Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
2 Weeks (Content statement 10-11)				
	Content Statement: **11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.**			
	CONTENT ELABORATION People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made. For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.		Explain how a decision about an individual's wants can impact others.	HMH Magazines: *Being a good citizen* - TE. pgs. 1-9

Literature List:
Too Many Tamales by Gary Soto

Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan by Jeanette Winter

The Story of Ruby Bridges by Robert Coles
Online Resources:
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LAKEWOOD CITY SCHOOLS

Unit 8: Production and Consumption
Essential Questions: What is the difference between goods and services?
Big Idea: Identify what a want and a need is.
Big Idea: Understand the purpose of goods and services and name the difference between the two.
Vocabulary: goods, services, want, needs, producers, and consumers

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Empathy
Critical Thinking
Communication
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
1 Week				
	Content Statement: **12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.**			
		CONTENT ELABORATION Goods are objects that satisfy people's wants, such as: • bicycles; • books; • gasoline; • clothing; and • toys. Services are activities that satisfy people's wants, such as: • fast food (food service); • doctors (medical services); • lawn care (lawn fertilizing and cutting service); • pet sitting (pet feeding and walking); • banks (money holding and check cashing); • auto repair (fixes cars); and • childcare	Identify goods and services.	