

Kindergarten

Recommended Scope and Sequence Me and My World



Kindergarten learners will understand that the world is made up of diverse groups and places, which can change over time. They will recognize how individuals, including themselves and their classmates, can contribute positively as group members and citizens. Learners will engage in decision-making related to wants and needs and explore the importance of rules and appropriate behavior through discussion and practice.

1st Quarter

Theme: **Me and My World**

Unit: **Family, Friends, and Me**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.K.3.6.1 Identify rules for different settings.</i> <i>SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.</i> <i>SS.K.2.7.1 Demonstrate respect for people in the school community.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Content Objectives: Students will be able to identify and describe rules that are used in different settings. Students will analyze how individuals in a school or community work together to accomplish shared tasks, and demonstrate respectful behavior toward others during collaborative discussions.	Notes: *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.
	Suggested Activities: Rules Walk: Take a walk around the school and stop at places like the hallway, library, or playground. Discuss what rules are important in each place and why. Team Task Challenge: Students work in groups to complete a task (e.g., building a block tower, sorting books, making a mural). Focus on taking turns, sharing ideas, and listening to one another.	Literacy Connections: <i>The Recess Queen</i> by Alexis O’Neill <i>Lacey Walker, Nonstop Talker</i> by Christianne C. Jones <i>What If Everybody Did That?</i> by Ellen Javernick <i>Do Unto Otters: A Book About Manners</i> by Laurie Keller
Civics Standard(s): <i>SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.</i> <i>SS.K.4.7.1 Identify the student's own point of view on a topic.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance</i>	Content Objectives: Students will evaluate ways to have productive conversations and collaborate with peers to make group decisions. Students will identify and explain their own point of view on a familiar topic or issue.	Notes: Labor Day First Day of Fall Grandparent’s Day Patriot Day Constitution Day

<i>from adults and/or peers</i>	Suggested Activities: Collaboration Reflection Chart: After a group activity, students share what went well in their collaboration and what they could improve next time (with visual support). Opinion Drawing & Sharing: Students draw their favorite food, season, or activity and share their opinion with a partner or the class using a sentence like, “I like ___ because ___.”	Literacy Connections: <i>Collaboration Station</i> by Shannon Olsen <i>Stone Soup</i> by Marcia Brown
<i>SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise.</i> <i>SS.K.2.8.1 Evaluate consequences of following or not following rules.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	Content Objectives: Students will identify problems in social situations and propose solutions that involve sharing or compromise. Students will evaluate the positive and negative consequences of following or not following rules in school and community settings. With guidance, students will construct supporting questions that help explore and answer compelling social studies questions. Suggested Activities: What Should We Do?: Present illustrated cards with short social scenarios (e.g., Two students want the same seat). Have students discuss and act out different solutions. T-Chart Activity: Make a class T-chart with “What Happens When We Follow Rules” vs. “What Happens When We Don’t.” Add drawings or sentence strips.	Notes: Dictionary Day Make a Difference Day Indigenous People’s Day Hispanic Heritage Month Alaska Day Halloween Literacy Connections: <i>What If Everybody Did That?</i> by Ellen Javernick

2nd Quarter

Theme: **Me and My World**

Unit: **Seasons and Holidays**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.</i>	Content Objectives: Students will determine and apply strategies for having productive conversations and working together to make group decisions.	Notes: Veteran's Day Attendance Awareness Month Election Day American Education Week Thanksgiving Alaska Native and American Indian Heritage Month
	Suggested Activities: *See 1st Quarter or Appendix for suggestions.	
History Standard(s): <i>SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground.</i> <i>SS.K-2.4.2 Differentiate their own opinion from others.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i>	Content Objectives: Students will demonstrate the importance of listening to others' points of view in both classroom and playground settings by showing respect, asking questions, and responding appropriately during conversations.	Literacy Connections: <i>The Sandwich Swap</i> by Queen Rania Al Abdullah & Kelly DiPucchio <i>Two Speckled Eggs</i> by Jennifer K. Mann
	Suggested Activities: Classroom Listening Pledge-Create a simple class pledge with student input (e.g., "We listen, we ask, we respect"). Display it visibly and refer to it before group or recess time.	

Civics Standard(s): <i>SS.K.2.7.1 Demonstrate respect for people in the school community.</i>	Content Objectives: *See 1st quarter or Appendix.	Notes: Holidays Around the World First Day of Winter/Winter Solstice
	Suggested Activities:	
Geography Standard(s): <i>SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.</i> <i>SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.</i>	Content Objectives: Students will identify and name environmental features (such as landforms, plants, and bodies of water) in the area surrounding the school. With support, students will describe seasonal weather patterns in their local community using observations and descriptive language.	Literacy Connections: <i>The Shortest Day</i> by Susan Coope <i>Hello, Arctic!</i> by Theodore Taylor III
	Suggested Activities: Map It: Using a basic aerial view of the school, guide students in drawing nearby features (e.g., “Here’s where the trees are,” “Here’s the parking lot”). Daily Weather Chart: Each day, a student helper records the weather on a chart using words and symbols (e.g., sunny, cloudy, cold). Discuss patterns weekly.	<i>Goodbye Autumn, Hello Winter</i> by Kenard Pak
History Standard(s): <i>SS.K.2.21.1 Describe an event from the student’s own perspective.</i> <i>SS.K-2.4.2 Differentiate their own opinion from others.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</i>	Content Objectives: Students will describe a personal event or experience from their own point of view, using details to express their thoughts and feelings.	<i>They All Saw a Cat</i> by Brendan Wenzel
	Suggested Activities: Story Retelling with a Twist: After reading a story, ask students to retell a similar story from their life and describe how their experience was the same or different from the character’s.	

3rd Quarter

Theme: **Me and My World**

Unit: **Exploring My Town**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.K.5.6.1 <i>Participate in a discussion of how communities work to accomplish common tasks.</i> SS.K.2.7.1 <i>Demonstrate respect for people in the school community.</i> SS.K-2.4.2 <i>Differentiate their own opinion from others.</i> SS.K-2.4.3 <i>Ask clarifying questions to better understand others' opinions and perspectives.</i>	Content Objectives: Students will participate in guided discussions to explain how people in a community work together to complete common tasks and solve problems. Suggested Activities: Read: <i>What If Everybody Did That?</i> by Ellen Javernick then discuss: "Who worked together in the story?", "What problems did they solve as a team?" Community Helpers Role-Play Set up a dramatic play area with props for different community roles (e.g., doctor, firefighter, teacher, grocery clerk). Students act out how these people work together and solve problems.	Notes: New Year's Day Review Class and School Expectations
Economics Standard(s): SS.K.1.11.1 <i>With support, identify examples of goods and services.</i> SS.K.1.12.1 <i>With support, explain the difference between needs and wants.</i> SS.K.2.12.1 <i>Explain why people have to make choices between needs and wants.</i> SS.K.1.13.1 <i>With support, explain why people save and provide examples from personal experience or literature.</i>	Content Objectives: With support, students will identify examples of goods and services in their community and daily lives. With support, students will explain the difference between needs and wants by sorting or discussing examples from personal experiences. Students will explain why people must make choices between needs and wants due to limited resources. Students will explain the purpose of saving and identify examples of saving behavior from personal experiences or literature, with teacher guidance and support. Suggested Activities: Needs vs. Wants Bag: Show mystery items (toy, food, coat, candy) and discuss if they're a need or a want.	Martin Luther King Jr.'s Birthday *100th Day of School Literacy Connections: <i>If You Give a Goat a Donut</i> by Laura Numeroff <i>The Scrambled States of America</i> by Laurie Keller <i>How Did That Get in My Lunchbox?</i> by Chris Butterworth

<i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i>	Wants and Needs Chart: Students draw or paste images in a T-chart labeled "Needs" and "Wants." Piggy Bank Journal: Students draw or write about something they would save for and where they would keep their money.	
Geography Standard(s): <i>SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.</i> <i>SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.</i> <i>SS.K.2.17.1 With support, explain that products come from both local and distant places.</i> <i>SS.K.1.19.1 With support, discuss how and why goods travel to the local community.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i> <i>SS.K-2.1.1 Construct a variety of questions</i>	Content Objectives: Students will identify and name environmental features in the area surrounding the school. With support, students will participate in discussions about the physical and cultural characteristics of their local community. With support, students will explain that products can come from both nearby and faraway places. With support, students will discuss how and why goods are transported to their local community. Suggested Activities: All About Our Community Posters: Students bring or draw a picture of a place or event they've been to (e.g., parade, powwow, playground, store) and describe it to the class. Product Labels Investigation: Bring in food boxes, clothing tags, and toy labels. Read where items were made and mark them on a simple world or U.S. map. Field Trip or Guest Speaker: Visit a local grocery store, post office, or invite a delivery driver or store worker to explain how things get to the community.	

about social studies topics with guidance from adults and/or peers.		
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3rd Quarter

Theme: **Me and My World**

Unit: **Mapping My Town**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.K.1.9.1 <i>Identify symbols used at home and school.</i> SS.K-2.1.1 <i>Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i>	Content Objectives: Students will recognize and describe common symbols found in their home and school environments, such as flags, logos, or safety signs.	Notes: Black History Month Groundhog Day
	Suggested Activities: Symbol Scavenger Hunt: Walk around the school and identify symbols like the school logo, restroom signs, exit signs, or recycling labels. Students can draw what they find. Create a Personal Symbol: Students design their own symbol that represents them or their family and explain its meaning to the class.	Valentine's Day Yukon Quest Elizabeth Peratrovich Day
Economics Standard(s): SS.K.2.11.1 <i>Participate in discussions about goods and services in the local community.</i> SS.K.4.11.1 <i>Participate in discussions about how people work to support their families.</i> SS.K.1.14.1 <i>Describe goods that are produced in the local geographic region.</i> SS.K.1.15.1 <i>Demonstrate how sharing and bartering are basic economic systems.</i>	Content Objectives: Students will talk about different kinds of jobs and services in their community and how they help people. Students will explore and discuss how family members earn a living and contribute to their households. Students will learn about items that are made or grown in their local area and how they are used by the community. Students will explore simple ways people exchange goods, like sharing and trading, through play-based or real-life examples.	Iditarod President's Day *100th Day *Leap Year Literacy Connections: <i>The Berenstain Bears and the Trouble with Strangers</i> by Stan & Jan Berenstain <i>Iditarod: The Greatest Win Ever</i> by Monica Devine

<i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Suggested Activities: Community helper role play: students act out different professions. Job sorting activity (Tree Map): use a variety of job images and have students sort into categories.	<i>Kiana's Iditarod</i> by Shelley Gill
Geography Standard(s): <i>SS.K.1.18.1 With support, create a map of the classroom.</i> <i>SS.K.2.19.1 Identify different types of communities.</i> <i>SS.K.3.19.1 With support, describe the physical environment of the local community.</i> <i>SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</i> <i>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i>	Content Objectives: Students will create a simple map of the classroom with teacher guidance, including key features and spatial awareness. Students will describe elements of the local physical environment, such as landforms, bodies of water, and natural features, with support. Students will identify and compare different types of communities, such as rural, urban, and suburban. With guidance, students will recognize and name a significant geographic feature in their local community and locate it in images and on a map. Suggested Activities: Classroom Map Drawing: Students draw a simple map of the classroom with key items like desks, rug, door, and windows. Treasure Hunt: Hide an object in the room and have students use their maps to describe or locate it. Neighborhood Walk: Take a guided walk around the school or nearby area to observe and talk about physical features (trees, hills, rivers, etc.). Field Trip or Virtual Visit: Visit or virtually explore a local landmark or natural feature.	

History Standard(s): <i>SS.K.3.23.1 Ask questions about local and school history.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Content Objectives: Students will develop curiosity about the past by asking questions related to the history of their school and local community.	<i>School's First Day of School</i> by Adam Rex <i>C is for Chinook: An Alaska Alphabet</i> by Gayle J. Gifford
	Suggested Activities: Photo Time Travel: Show old and current photos of the school or town. Have students ask questions about the changes they notice. Classroom Interview: Invite a long-time teacher, staff member, or local elder to visit. Before the visit, help students generate questions they want to ask about "what school was like back then."	

4th Quarter

Theme: **Me and My World**

Unit: **Alaska's Peoples and Traditions**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.K.2.7.1 Demonstrate respect for people in the school community.</i>	Content Objectives: <i>*See 1st quarter or Appendix</i>	Notes: Read Across America St. Patrick's Day First Day of Spring Spring Break International Women's Day Music in Our Schools Month
	Suggested Activities:	
Geography Standard(s): <i>SS.K.1.17.1 With support, participate in discussions about physical and cultural</i>	Content Objectives: Students will explore and talk about the unique places, people, and traditions that make their local community special, with teacher support.	Literacy Connections: <i>Over in the Meadow</i> by Ezra Jack Keats

<i>characteristics of the local community.</i> <i>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i>	Suggested Activities: Community Collage: Students create a collage using pictures that show local landmarks, traditional clothing, foods, homes, and natural features. Use it as a discussion starter. Local Traditions Show & Tell: Students bring in (or draw) something from home that reflects a family or community tradition, and explain its significance.	<i>The Raven</i> by Gerald McDermott *See Appendix for list of Fairbanks and Alaska related texts.
History Standard(s): <i>SS.K.3.23.1 Ask questions about local and school history.</i> <i>SS.K.1.25.1 Explore traditions of local cultural groups.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Content Objectives: Students will develop curiosity about the past by asking thoughtful questions about their school and community history. Students will explore and learn about the customs, celebrations, and traditions of local cultural groups through shared stories and experiences. Suggested Activities: Classroom Time Capsule: Create a time capsule and have students ask, "What would someone in the future want to know about us?" Cultural Celebration Day: Highlight a local tradition (e.g., a dance, food, or holiday) and invite students to participate. Art from Tradition: Create simple crafts inspired by local cultural practices (e.g., patterns, animals, or natural materials).	

4th Quarter

Theme: **Me and My World**

Unit: **The United States and the World**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i>	Content Objectives: Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together.	Notes: Month of the Military Child April Fool's Day Earth Day School Library Month
	Suggested Activities: Decision-Making Chart: Present a simple class decision (example; what color to use on a bulletin board, what to have for snack, choose two different books) and model how to share ideas, listen, and vote or come to consensus.	
Geography Standard(s): SS.K.2.18.1 <i>With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i>	Content Objectives: Students will identify a significant local landform or geographic feature and locate it in both photos and on a simple map with guidance.	Literacy Connections: <i>Me on the Map</i> by Joan Sweeney <i>Mapping Penny's World</i> by Loreen Leedy <i>This is the Way We Go to School</i> by Edith Baer *Combine these books with local images and books recommended in Appendix
	Suggested Activities: Draw and Label: Students draw the feature and label it using a simple map or picture guide. Map Puzzle: Assemble a simple map of the local area highlighting the feature.	

History Standard(s): <i>SS.K.1.22.1 Identify different types of documents.</i> <i>SS.K.3.22.1 With support, engage with historical sources.</i> <i>SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.</i> <i>SS.K.2.23.1 Describe a past event.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Content Objectives: Students will recognize and name examples of historical documents, such as photographs, letters, newspapers, and maps. Students will explore historical sources like photos, objects, or simple documents with teacher support to learn about the past. Students will begin to understand that events happen in order by exploring and creating simple visual timelines. Students will talk about a past personal or community event using descriptive language and sequence. Suggested Activities: Classroom Poster: Create a “Types of Documents” poster with labeled visuals. Artifact Exploration Station: Display real or replica historical items (books, tools, toys) and discuss their use. Daily Routine Timeline: Create a class timeline of daily events (e.g., morning meeting, lunch, recess). Memory Share Circle: Students bring in a photo or drawing of a past event and share about it with the class.	
Civics Standard(s): <i>SS.K.4.7.1 Identify the student's own point of view on a topic.</i> <i>SS.K-2.4.2 Differentiate their own opinion from others.</i>	Content Objectives: Students will express their own point of view on a familiar topic and explain their thinking using simple language and examples. Suggested Activities: Opinion Sharing Circle: Pose simple, age-appropriate questions like “What is your favorite school lunch?” or “Should we have more recess?” and have students share their opinion and why. "I Think Because" Chart: Students complete sentence starters such as “I think ____ is best because ____,” with teacher modeling and support. Think-Pair-Share	Notes: May Day Mother’s Day Memorial Day Literacy Connections: <i>A Tale of Two Beasts</i> by Fiona Robertson <i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes <i>Have You Filled a Bucket Today?</i> by Carol McCloud

History Standard(s): <i>SS.K.2.21.1 Describe an event from the student's own perspective.</i> <i>SS.K.1.24.1 Explain how the student's own actions may affect others.</i> <i>SS.K.2.24.1 Describe a time when the student's own actions affected others.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i> <i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i>	Content Objectives: Students will describe a personal experience by sharing their thoughts, feelings, and actions during the event. Students will begin to recognize that their actions can have positive or negative effects on others and explain how. Students will reflect on a personal experience and describe how their behavior impacted someone else. Suggested Activities: Story Drawing: Students draw a picture of something that happened to them (e.g., birthday, field trip) and describe what they saw and felt. Experience Journal: Use sentence starters like "One time I..." or "I felt..." to help students write about an event. Classroom Scenarios: Present short stories or puppet skits and ask, "What did the character do?" and "How did that make the other person feel?" Kindness Chain: Students name kind actions they've done and how it helped someone else; link these into a paper chain. Peer Interviews: In pairs, students ask and answer: "What is something you did that made someone else feel good?"	
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