



Scope and Sequence

Grade: Kindergarten Month: Fall

Content Area: Social Studies

Sub Content/Unit: Classroom dynamic

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Create a classroom environment <ul style="list-style-type: none"> ○ <i>K.1 Explain why rules reduce conflict and promote fairness.</i> ○ <i>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</i> 	<ul style="list-style-type: none"> ● Students will be taught the expectations of the classroom as well as introduced to the SEL curriculum, Character Strong, to help promote connection to emotions as well as community. <ul style="list-style-type: none"> ○ Community circle time/getting to know you ○ Class rules ○ Class jobs and expectations ○ Favorite 	<ul style="list-style-type: none"> ● Character Strong lessons 	<ul style="list-style-type: none"> ● Follow through with rules, check-in's, Character Strong surveys, modeling behaviors and what to do in the classroom, roleplay, room for mistakes, kind reminders. 	<p>Scholastic "Let's Find Out!" used intermingling to add current events and relevant information. Magazines are also sent home.</p>

	<ul style="list-style-type: none">○ games○ Partener building activity○ Character traits (via Character Strong)○ Carpet time○ “I notice” games○ “Me too” hand sign to show that it’s okay and important to have the same ideas.			
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Scope and Sequence

Grade: Kindergarten Month: Winter

Content Area: Social Studies

Sub Content/Unit: Holidays Around the World,

BHM

What our students will know and be able to do	Learning Activities	Materials	Assessment tools	Notes
<ul style="list-style-type: none"> ● Make connections to other cultures via studying “Holidays Around the World” K-2 <ul style="list-style-type: none"> ○ <i>K.9 Identify, compare, and contrast pictures, maps and globes.</i> ○ <i>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</i> ● Identify real life heroes in connection 	<ul style="list-style-type: none"> ● Depending on the year, focus on societies from around the world and learn about their winter traditions. This is done rotation every year with grade levels K-2 so that students will learn about something new each year. ● Students will learn about Black History Month through the lense <ul style="list-style-type: none"> ○ What is a hero? ○ Who is 	<ul style="list-style-type: none"> ● TPT materials shared via Alyson Young and Eliya Dunmire (Holidays Around the World) ● TPT materials shared via Alyson Young and Eliya Dunmire (Black History Month) <ul style="list-style-type: none"> ○ Biographies ○ Art project ○ “Celebrating Black 	<ul style="list-style-type: none"> ● Students will practice their knowledge via worksheets and creating a briefcase. <ul style="list-style-type: none"> ○ The final summative assessment will be going over whatever holidays were selected that year, the assessments are 	<p>Scholastic “Let’s Find Out!” used intermingling to add current events and relevant information. Magazines are also sent home.</p>

<p>to Black History Month (February).</p> <ul style="list-style-type: none"> ○ <i>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</i> ○ <i>K.17 Make connections (similarities and differences) between self and others. (History)</i> 	<p>____? Used to focus on one person a week.</p> <ul style="list-style-type: none"> ○ Art project after learning about MLK Jr. 	<p>History Month</p>	<p>found within the materials</p> <ul style="list-style-type: none"> ○ Formative assessments will be from their briefcase and worksheets worked on as they learn about the new cultures. 	
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Scope and Sequence

Grade: Kindergarten Month: Spring

Content Area: Social Studies

Sub Content/Unit: Community

What our students will know and be able to do	Learning Activities	Materials	Assessment tools	Notes
<ul style="list-style-type: none"> ● Better understand their local community and the people within <ul style="list-style-type: none"> ○ <i>K.3 Describe roles of self and family members</i> ○ <i>K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for</i> 	<ul style="list-style-type: none"> ● Students will first understand themselves, and then learn more about their local community and different jobs. ● All about me - "Let's Taco'bout Me!" book ● Family tree ● Community helpers ● Community jobs ● "I want to be" art and poster assignment 	<ul style="list-style-type: none"> ● <u>"All About Me and my Community"</u> from TPT bough by Eliya Dunmire 	<ul style="list-style-type: none"> ● Students will formatively be assessed periodically throughout the unit through check ins, work submitted, and different art projects throughout. ● Summative assessment will be given at the end by asking students to write a paragraph about who they are, and what they want to do to better help their community when their 	<p>This unit is to pair with spring skills days and field trips around the community, specifically walking field trips to the Coburg City Hall, and or fire station.</p> <p>Scholastic "Let's Find Out!" used intermingling to add current events and relevant information. Magazines are also sent home.</p>

<p><i>stewardship and guardianship, and the opportunity for sharing. (Economics)</i></p> <ul style="list-style-type: none">○ <i>K.10 Locate, identify, and de</i>○ <i>K.19 For a given problem find a solution that demonstrates fairness and empathy.</i>			<p>grown up.</p>	
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