

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Historical Thinking and Skills</i>	<b>Pacing</b>
Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Unit 2, 16 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>1. Time can be measured.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can understand what past, present, and future mean.</li> <li>• I can put events in order: past, present, future.</li> </ul>	<p>Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today, and tomorrow.</p> <p>These early skills are foundational to an understanding of chronological order and timelines.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• past, present, future</li> <li>• yesterday, today, tomorrow</li> <li>• chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• understand</li> <li>• measure</li> <li>• choose</li> <li>• tell</li> <li>• recognize</li> <li>• which</li> <li>• compare</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>• Math – timeline</li> <li>• Language Arts</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Historical Thinking and Skills</i>	<b>Pacing</b>
Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Unit 2, 16 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>2. <i>Personal history can be shared through stories and pictures.</i></b></p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I can explain my life in past, present, and future through pictures and words.</li> </ul>	<p>As children begin developing a sense of time, they can practice talking about their own personal life history (e.g., birth, toddler, and preschool).</p> <p>At this level, children begin to share their personal histories by talking and through other representations and play.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• past, present, future</li> <li>• yesterday, today, tomorrow</li> <li>• chronological order</li> <li>• history</li> </ul>	<ul style="list-style-type: none"> <li>• explain</li> <li>• show</li> <li>• list</li> <li>• draw</li> <li>• make</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Heritage</i>  Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	<b>Pacing</b>  Unit 2, 16 days
<b>Content Statement</b>  <b>3. <i>Heritage is reflected through the arts, customs, traditions, family celebrations, and language.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can learn about my family customs, traditions, and celebrations and why they are important.</li> <li>• I can share my family customs, traditions, and celebrations.</li> </ul>	<b>Content Elaborations</b>  Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through the arts, customs, traditions, family celebrations, and language of a group 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 talk about why they are important.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• custom</li> <li>• tradition</li> <li>• celebration</li> <li>• language</li> <li>• culture</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• learn</li> <li>• share</li> <li>• recall</li> <li>• retell</li> <li>• describe</li> <li>• recognize</li> <li>• illustrate</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Heritage</i>	<b>Pacing</b>
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	Unit 2, 16 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance, and the national anthem.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can be a good citizen of my nation by saying the Pledge of Allegiance.</li> <li>• I can be a good citizen of my nation by recognizing the American flag and the national anthem.</li> </ul>	<p>Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.</p> <p>Children begin to recognize the symbols of the United States and understand that nations are represented by symbols and practices. 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 singing the national anthem.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• symbols</li> <li>• practices</li> <li>• United States</li> <li>• American flag</li> <li>• Pledge of Allegiance</li> <li>• national anthem</li> <li>• citizen</li> <li>• respect</li> </ul>	<ul style="list-style-type: none"> <li>• recognize</li> <li>• know</li> <li>• recall</li> <li>• identify</li> <li>• make</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

A caller, the teacher or a student, calls out a symbol. Students pick out the correct answer from cards with various symbols on them that have been passed out. All players may have all of the symbols or this strategy can be more like bingo where players have a subset of cards.

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Spatial Thinking and Skills</i>	<b>Pacing</b> Unit 4, 9 days
<p>Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.</p>	
<p><b>Content Statement</b></p> <p><b>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.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use directional words to locate familiar places.</li> <li>• I can use symbols to talk about location.</li> <li>• I can make a map of a familiar place.</li> </ul>	<p><b>Content Elaborations</b></p> <p>A foundational concept for spatial thinking is relative location (the location of a place relative to other places).</p> <p>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, etc.</p> <p>Terms related to direction and distance include up/down, over/under, here/there, front/back, behind/in front of.</p> <p>Children also should be able to use symbols such as letters, numbers, logos, street signs, and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• direction (up/down, over/under, here/there, front/back, behind/in front of)</li> <li>• distance</li> <li>• symbols</li> <li>• landmark</li> <li>• location</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• make</li> <li>• tell</li> <li>• describe</li> <li>• draw</li> <li>• demonstrate</li> <li>• label</li> <li>• locate</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>

**Integrations**

- Language Arts

**Intervention Strategies**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Spatial Thinking and Skills</i>	<b>Pacing</b> Unit 4, 9 days
Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	
<b>Content Statement</b>  <b>6. Models and maps represent real places.</b>  <b>Learning Target:</b> <ul style="list-style-type: none"> <li>• I can make and describe a map of a familiar place.</li> </ul>	<b>Content Elaborations</b>  Building on the concept of relative location, children begin to understand that familiar places can be described using models and maps.  Children can practice making models and maps of places like the classroom, the school, the playground, their home, their room, or another familiar place.  This is a foundational concept for children being able to locate and identify places on maps in grade one.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• model</li> <li>• represent</li> <li>• map</li> <li>• locate</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• make</li> <li>• describe</li> <li>• label</li> <li>• demonstrate</li> <li>• explain</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Art</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>	<b>Pacing</b> Unit 4, 9 days
Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	
<b>Content Statement</b>  <b>7. Humans depend on and impact the physical environment in order to supply food, clothing, and shelter.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can identify the basic needs (food, clothing, shelter) of people.</li> <li>• I can understand that the environment changes people's basic needs.</li> <li>• I can identify basic needs.</li> </ul>	<b>Content Elaborations</b>  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.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• depend</li> <li>• physical environment</li> <li>• food</li> <li>• clothing</li> <li>• shelter</li> <li>• supply</li> <li>• natural resource</li> <li>• basic needs</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• identify</li> <li>• recognize</li> <li>• conclude</li> <li>• decide</li> <li>• list</li> <li>• investigate</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>	<b>Pacing</b> Unit 4, 9 days
Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	
<b>Content Statement</b> <b>8. <i>Individuals are unique but share common characteristics of multiple groups.</i></b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe how people are different.</li> <li>• I can describe how people are the same.</li> </ul>	<b>Content Elaborations</b> 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).
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• different</li> <li>• same</li> <li>• characteristic</li> <li>• group</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• describe</li> <li>• compare and contrast</li> <li>• classify</li> <li>• group</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Civic Participation and Skills</i>	<b>Pacing</b> Unit 1, 27 days
Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b>  <b>9. <i>Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can be responsible at home, school, and community.</li> <li>• I can be a responsible member of a group to accomplish a common goal.</li> </ul>	<b>Content Elaborations</b>  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.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• responsibility</li> <li>• community</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• conduct</li> <li>• demonstrate</li> <li>• solve</li> <li>• explain</li> <li>• recognize</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Rules and Laws</i>	<b>Pacing</b>
Rules play an important role in guiding behavior and establishing order in families, classrooms, and organizations. Laws are enacted by governments to perform similar functions.	Unit 1, 27 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<b>10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school, and community.</b>	Authority figures such as parents, principals, teachers, and police officers use rules for particular settings.
<b>Learning Targets:</b>	Rules are established to provide order, security, and safety.
<ul style="list-style-type: none"> <li>• I can identify home, school, and community rules.</li> <li>• I can follow home, school, and community rules using appropriate behavior.</li> <li>• I can recognize authority figures that keep me safe in different settings.</li> </ul>	
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• rule</li> <li>• authority figure</li> <li>• setting</li> <li>• recognize</li> <li>• appropriate</li> <li>• safety</li> <li>• laws</li> <li>• order</li> <li>• security</li> </ul>	<ul style="list-style-type: none"> <li>• identify</li> <li>• recognize</li> <li>• apply</li> <li>• contrast</li> <li>• compare</li> <li>• know</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Health</li> </ul>	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Scarcity</i>	<b>Pacing</b>
There are not enough resources to produce all the goods and services that people desire.	Unit 3, 16 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe goods and services.</li> <li>• I can describe wants and needs.</li> <li>• I can understand that I may not get what I want.</li> <li>• I can understand how my choices affect others.</li> </ul>	<p>People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.</p> <p>For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• want</li> <li>• choices</li> <li>• effect</li> <li>• good</li> <li>• service</li> <li>• needs</li> </ul>	<ul style="list-style-type: none"> <li>• understand</li> <li>• describe</li> <li>• distinguish</li> <li>• analyze</li> <li>• classify</li> <li>• examine</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Kindergarten Social Studies

<b>Theme</b> <i>A Child's Place in Time and Space</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Production and Consumption</i>  Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	<b>Pacing</b>  Unit 3, 16 days
<b>Content Statement</b>  <b>12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can understand production and consumption.</li> <li>• I can understand that goods and services can satisfy people's wants.</li> </ul>	<b>Content Elaborations</b>  Goods are objects that satisfy people's wants, such as: <ul style="list-style-type: none"> <li>• Bicycles</li> <li>• Books</li> <li>• Gasoline</li> <li>• Clothing</li> <li>• Toys</li> </ul> Services are activities performed by people, firms, or government agencies to satisfy economic wants, such as: <ul style="list-style-type: none"> <li>• Fast food (food service)</li> <li>• Doctors (medical services)</li> <li>• Lawn care (lawn fertilizing and cutting service)</li> <li>• Pet sitting (pet feeding and walking)</li> <li>• Banks (money holding and check cashing)</li> <li>• Auto repairs (fixes cars)</li> <li>• Childcare</li> </ul>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• production</li> <li>• consumption</li> <li>• good</li> <li>• service</li> <li>• want</li> <li>• satisfy</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• recognize</li> <li>• classify</li> <li>• correlate</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .