













Social Studies Curriculum Map: Kindergarten

					
Key Standards	Analysis Skills	Estimated Instructional Time	HB Text Pages	Additional Resources	Assessment Ideas
K.1 Students understand that being a good citizen involves acting in certain ways.	CST: 1, 3 REP: 2	6 weeks, daily lessons	<ul style="list-style-type: none"> Teacher's Guide (TG) p 7-62 Big Book p 3-12 Homework/Practice (HW/P) p 1-10 Time for Kids Readers K-1 CD Track 1 Word Cards 3-12 	<ul style="list-style-type: none"> Cool Tools Character Counts Trade books on Cesar Chavez, <i>Miss Nelson is Missing</i> by Harry Allard 	<ul style="list-style-type: none"> HW/P p 2, 4, 8, 9 "Name That Rule" TG p 38 Unit 1 Test Project "Big Book of Family Rules" TG p38
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	CST: 2, 4 REP: 3 HI: 2	6 weeks, daily lessons	<ul style="list-style-type: none"> Big Book p13-22 TG p 63-124 HW/P p 11-21 Time for Kids Readers, K-2 CD Track #2 Word Cards 13-18 	<ul style="list-style-type: none"> Trade book <i>Me on the Map</i> Globes 	<ul style="list-style-type: none"> Unit 2 Test HW/P p.14, 18, 19, 20 Practice and Extensions p.94, 98, 102, 106, 110, 114, 120 Practice the Skill p.97, 112
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	CST: 3- HI: 2	6 weeks, daily lessons	<ul style="list-style-type: none"> TG-125-198 Big Book 23-38 H & P 22-34 Time Readers K-3 CD Track 8 Word Cards 21-26 	<ul style="list-style-type: none"> Field Trips Community/School helpers walk, book, pictures 	<ul style="list-style-type: none"> H & P pgs: 22-34 Unit 3 Test Informal Assessments in Teacher's Guide

Analysis Skills: *CST= Chronological and Spatial Thinking

REP= Research, Evidence, and Point of View

HI= Historical Interpretation

					
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.	CST: 3 REP: 2 HI: 2	6 weeks, daily lessons	<ul style="list-style-type: none"> • TG-199-268 • Big Book 39-56 • Time Readers-K-4 • CD Track 4 • Word Cards 27-38 	<ul style="list-style-type: none"> • Maps • Posters, • Books • Real Pictures 	<ul style="list-style-type: none"> • H & P p 23, 35-45 • Unit 4 Test • Informal Assessments in Teacher's Guide
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	CST: 1, 2	6 weeks, daily lessons	<ul style="list-style-type: none"> • TG-269-326 • Big Book 57-65 • H & P 46-55 • Time Readers K-5 • Word Cards 39-44 	<ul style="list-style-type: none"> • Daily calendar activities • Houghton Mifflin Reading Theme 2: Sequence of Events (T10, 18, 29, 31-32,, 40, 48, 116, 152) 	<ul style="list-style-type: none"> • H & P p 46-55 • Unit 5 Test • Performance Activities: 305, 307, 315, 319
K.6 Students understand that history relates to events, people, and places of other times.	CST: 1, REP: 2, 3 HI: 1, 2, 3	6 weeks, daily lessons	<ul style="list-style-type: none"> • TG p 328-393 • Time for Kids Readers • Word Cards 45-49 • CD Track #6 	<ul style="list-style-type: none"> • Trade books (see TG p.334) • Learning Site-TG p.335 • Trade book <i>Wagon Train</i> by Sydelle Kramer 	<ul style="list-style-type: none"> • HW/P p 63-64 • Unit 6 Test • Long Ago Day project • Performance Assessment p 361 • Extensions TG p 362, 366, 370, 376, 381, 385, 389

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