



USD 258 Humboldt Schools

Curriculum Mapping Social Studies

Kindergarten



Date completed	1 st Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none">• (K) discuss rules and why they exist (e.g., home, classroom, playground). (6) (Following directions)	(CGB1I1)
	<ul style="list-style-type: none">• (K) choose appropriate ways to behave in the classroom. (5) (Following Directions)	(CGB2I1)
	<ul style="list-style-type: none">• (K) identifies the characteristics of a friend and/or helpful classmate. (3)	(CGB2I2)
	<ul style="list-style-type: none">• (K) explain school authority figures and ways they establish order and provide safety in a school setting. (5) (Leadership and Communication)	(CGB3I1)
	<ul style="list-style-type: none">• (A) demonstrates good citizenship (e.g., sharing, listening, taking turns, and following rules). (3)) (Leadership and Communication)	(CGB4I1)
	<ul style="list-style-type: none">• ☀(K) discuss leaders at home and school (e.g., parents, guardians, teachers, principal). (6) (Leadership and Communication)	(CGB5I1)
	<ul style="list-style-type: none">• With prompting and support, ask and answer questions about key details in a text. (5)	(RLK.1) ELACCS
	<ul style="list-style-type: none">• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (3)	(WK.2) ELACCS

Vocabulary

Rules - what you must or must not do

Characteristics - Being a feature that helps to make a person or thing special

Leaders - A person who helps a group plan what to do

Citizenship - conduct as a citizen, the status with rights and duties

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Essential Questions

- Why do we have classroom rules?
- What do you think makes a person a good friend?
- What is a citizen?
- Who are the leaders in your home and what do they do?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

List jobs performed at home: washing dishes, picking up room, feeding animals, getting mail, taking out the trash

- This activity can be used with students to encourage talking out and sharing ideas and ways to divide or share various item. It also involves the concepts needed to share.
That's Not Fair! How Do We Share? - www.econedlink.org
- This activity uses the student's interest by using a cube to place pictures or draw on. Write things like, "My favorite book is____," "My favorite subject is _____," "I have visited these places _____," "I am a good reader when _____" and so on, on each face of the cube. On the top of the box, have them draw a picture of themselves. Before they glued it together, have them decorate it.

Getting to Know Me - www.lessonplanspage.com

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Resources

Magazines, papers and catalogs

Drawing paper

Pencils, crayons or markers

Internet Sources

That's Not Fair! How Do We Share? - www.econedlink.org

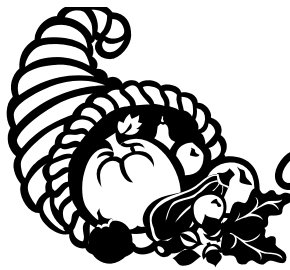
Getting to Know Me - www.lessonplanspage.com

Assessments

Teacher observation

Finished projects

Teacher notes



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Date completed	2 nd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> (A) - (S) explain examples of types of jobs that he/she does within the family. (5) 	(EB5I1)
	<ul style="list-style-type: none"> ☀(K) (S) explain that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer). (5) (Cause and Effect, Analyze, Drawing Conclusions, Problem Solving) 	(EB1I1)
	<ul style="list-style-type: none"> (K) - (S) explains what he/she gives up when a choice is made. (5) (Cause and Effect, Analyze, Drawing Conclusions, Problem Solving) 	(EB1I2)
	<ul style="list-style-type: none"> (K) - (S) understands the use of money to purchase goods and services. (2) (Math Skills and Money/Exchange) 	(EB2I1)
	<ul style="list-style-type: none"> ☀ (K) - (S) discusses the benefits of saving money. (2) (Critical Thinking) 	(EB3I1)
	<ul style="list-style-type: none"> With prompting and support, retell familiar stories, including key details. (5) 	(RLK.2) ELACCS
	<ul style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (5) 	(RLK.7) ELACCS

Vocabulary

wants - desires that can be satisfied by consuming a good, service, or leisure activity

choice - what people pick instead of something else

goods - something that you can touch or hold

service - something that one person does for someone else

benefits - something that satisfies one's wants

saving - income that is not spent, setting aside income or money for future use

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Essential Questions

What job do you do at home and why were you given that job?

If you were/are paid for that job, what would/do you do with your money?

If you were given \$5 today, what would you do with it and why?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- This activity begins with reading the story *Country Mouse and Town Mouse*. Students will discuss and make a cost/benefit chart for each mouse on the choices each makes. What would have happened if each had made a different choice? Also what other choices do we make in every day life that has a cost/benefit result?
Country Mouse Makes a Decision - www.econdedlink.org
- This activity involves reading the story *The Three Little Pigs*. After reading the story, discussion of what lessons we learn from the decisions we make. Lots of good discussion material about making good choices and decisions.
"The Three Little Pigs" - www.econdedlink.org
- Show pictures or commercials of people purchasing goods or services. Discuss what is used to buy these items.
- Share examples of why saving money earned or received as gifts is a benefit: to purchase an item in the future, to help with an unexpected emergency.

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Resources

Book - *Country Mouse and Town Mouse*

Book - *The Three Little Pigs*

Internet Sources

Country Mouse Makes a Decision - www.econdedlink.org

"The Three Little Pigs" - www.econdedlink.org

Assessments

Teacher observation

Finished projects

Teacher notes



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Date completed	3 rd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> Demonstrates and understands the past, present and future. (2) (Communication Skills) 	(HES)
	<ul style="list-style-type: none"> (K) explain ways people can maintain or improve the quality of their environment. (5) (Decision Making) 	(GB5I1)
	<ul style="list-style-type: none"> Identifies an important person within the school and community. (2) (Reasoning Skills) 	(HES)
	<ul style="list-style-type: none"> (K) decide how each individual has a personal history. (5) (Timeline Skills) 	(HB2I1)
	<ul style="list-style-type: none"> ☀ (A) compares and contrasts his/her own life with life in a city and/or a rural community. (5) (Compare and contrast, Timeline Skills) 	(HB2I2)
	<ul style="list-style-type: none"> (K) identifies family customs and traditions and explains their importance. (2) 	(HB3I1)
	<ul style="list-style-type: none"> (K) understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday. (2) (Historical Information) 	(HB3I2)
	<ul style="list-style-type: none"> (A) locates the state of Kansas using a map of the United States. (1) (Historical Information) 	(HB3I3)
	<ul style="list-style-type: none"> (K) recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo). (2) (Historical Information) 	(HB3I4)
	<ul style="list-style-type: none"> ☀ (K) places events in sequential order. (3) (Timeline Skills) 	(HB4I1)
	<ul style="list-style-type: none"> (A) uses information to find main idea. (3) (Communication Skills) 	(HB4I2)
	<ul style="list-style-type: none"> (K) identify historic photographs to gain information. (2) (Communication Skills) 	(HB4I3)
	<ul style="list-style-type: none"> (A) asks questions, shares information, and discusses ideas about the past. (2) (Communication Skills) timeline 	(HB4I4)
	<ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (5) 	(RLK.1) ELACCS
	<ul style="list-style-type: none"> With prompting and support, retell familiar stories, including key details. (5) 	(RLK.2) ELACCS
	<ul style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (5) 	(RLK.7) ELACCS

7 June, 2011 ELA CCS = English Language Arts Common Core Standard Vocabulary = Green, Financial Literacy = Blue, Geographic Locations = Yellow, 21st Century Skills = Bold Black Curriculum maps are used as a guide to pace instruction not as an absolute schedule. The numeral in parenthesis at the end of each objective indicates the Bloom's Taxonomy Level of the objective.

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	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (3) 	(WK.2) ELACCS
	<ul style="list-style-type: none"> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (2) 	(SLK.4) ELACCS

Vocabulary

past - the time that has gone by

present - something that is happening right now

future - something that will happen tomorrow

environment - all external conditions and factors, living and non-living

compare - how are two things alike

contrast - how do two things different

community - any group living in the same area or having interests, work, etc. in common

customs - a usual or regular thing to do; habit

traditions - the handing down of customs, beliefs, stories etc. from generation to generation

symbols - something that stands for or represents or suggests another thing

sequential order - putting things in first, second, third, etc. order

timeline - a line that shows when things happened

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Essential Questions

How are the schools of the present or today different than the schools of the past?

How are they similar or alike?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- This activity uses the story of *The Shoemaker and the Elves* to lead into discussion into jobs, how some things are made differently today than they were in the past, and what tools or resources (natural, human and capital) were needed to make the product.
The Shoemaker's Tools - www.econedlink.org
- Make two collages from pictures found in print media: one for city and one for rural
- Read stories about rural life and urban life
- This activity involves reading the book *The Village Basket Weaver*. After reading the book and discussing what traditions are and what some of our traditions are, the students make a picture or write a word of a tradition that they would like to keep.
The Importance of Tradition and History - www.lessonplans.com
- Make a booklet of Kansas symbols; books are available on-line from the Kansas State Historical Society www.kshs.org
- Make snack of food produced in Kansas (bread and honey, sunflower seeds, etc.)
- Learn and sing song about Kansas
- Use children's stories to discuss what happened first, second, next, and last for a given day.

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Resources

Book - *The Shoemaker*

Book - *The Village Basket Weaver*

Kansas foods (bread-wheat, honey, sunflower seeds, etc.)

Poster board

Magazines, papers and catalogs

Drawing paper

Pencils, crayons or markers

Books on urban and rural life

Internet Sources

The Shoemaker's Tools - www.econedlink.org

The Importance of Tradition and History - www.lessonplans.com

Kansas Booklet - www.kshs.org

Assessments

Teacher observation

Finished projects

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Date completed	4 th Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> ☀ (A) identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there). (3) 	(GB1I1)
	<ul style="list-style-type: none"> ☀ (K) Discover major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas). (4) (Illustrations and Map Drawing) 	(GB1I2)
	<ul style="list-style-type: none"> (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school). (2) (Map Reading Skills) 	(GB2I1)
	<ul style="list-style-type: none"> (A) compare seasonal changes and how they affect an individual. (4) (Observational Skills) 	(GB3I1)
	<ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (5) 	(RLK.1) ELACCS
	<ul style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (5) 	(RLK.7) ELACCS
	<ul style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (5) 	(RIK.7) ELACCS
	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (3) 	(WK.3) ELACCS
	<ul style="list-style-type: none"> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (2) 	(SLK.4) ELACCS
	<ul style="list-style-type: none"> Add drawings or other visual displays to descriptions as desired to provide additional detail. (6) 	(SLK.5) ELACCS

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Vocabulary

Location - a place on the Earth

Direction - the point toward which something faces

Distance - the length of a line between two points

Characteristics

seasonal

Essential Questions

In what ways does the weather help us to decide what to wear?

What are some ways we can make our environment and Earth a better place to live?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- Collect and record weather data to create a class weather graph. Allow each student to be the "weather person."
- Discuss seasonal changes and their impact on students.
- Use pictures to show the seasons.

Resources

Paper, pencil, crayon, markers

Weather Chart

Seasonal pictures

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Date completed	Curriculum Objectives Learned and Reinforced Throughout the Year	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> (K) identifies and explains how tools and technology used in the home/school meet people's needs. (5) (Reasoning Skills) 	(HB1I1)
	<ul style="list-style-type: none"> (A) compare seasonal changes and how they affect an individual. (4) (Observational Skills) 	(GB3I1)
	<ul style="list-style-type: none"> (K) discuss rules and why they exist (e.g., home, classroom, playground). (6) (Following directions) 	(CGB1I1)
	<ul style="list-style-type: none"> (K) choose appropriate ways to behave in the classroom. (5) (Following Directions) 	(CGB2I1)
	<ul style="list-style-type: none"> (K) identifies the characteristics of a friend and/or helpful classmate. (3) 	(CGB2I2)