

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Social Studies, Kindergarten

Focus for Grade-Level Expectations: The individual and his/her environment; include more opportunities related to the broader community. Use opportunities from the lives of children and significant others to explore the wider world.

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
UNIT ONE: Understanding Myself And Others (9 weeks)	Standard 1--Content Knowledge Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world. 1.1 Students will be able to demonstrate an understanding of significant events and themes in United States history. 1.2 Students will be able to describe the importance of significant event in local and Connecticut history and their connection to United States history.	<ul style="list-style-type: none"> • Identify physical characteristics of self, including gender, ethnicity, and languages. • Develop a positive self-image. • Students will recognize uniqueness and special talents. • Demonstrate a variety of appropriate and acceptable ways of dealing with emotions. • Recognize personal likes/dislikes and how they compare with others. • Recognize that all people need to learn and learn in different ways. • Identify the qualities that demonstrate positive characteristics about self. • Identify admirable character traits: courage, honesty, hard work, thoughtfulness, consideration, motivation. • Discuss the importance of sharing and helping others. 	September Written Response: All About Me Rubric Scored	“All About Me” poster School Rules Poster Charts: Star Helper, Class Expectations September Literature: <u>I’m Gonna Like Me</u> , <u>I’m Glad I’m Me</u> , <u>Incredible You</u> , <u>How We Are The Same And Different</u> , <u>ABC;I Like Me</u> , <u>The Important Book</u> , <u>I’m Special I’m Me</u> , <u>I Like Myself</u> , <u>It’s OK to Be Different</u> Mercer Mayer books DVD’S: “Clifford Goes to School” “Arthur Goes to School”

	<p>Standard 3: Application</p> <p>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</p> <p>3.1 Students will be able to use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.3 Students will be able to apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluation solution to contemporary problems.</p>	<ul style="list-style-type: none"> • Give examples of how people’s feelings and views can change over time. • Solve conflicts and classroom issues using appropriate strategies. • Listen and be willing to ask for help when appropriate. • Participate in class discussions. • Draw and write in journals to reflect on one’s own histories 	<p>Thankful Quilt</p>	<p>November Literature: <u>I Am</u> (poem) <u>The Way I Fell</u>, <u>I Am Happy</u>, <u>I Am Sad</u>, <u>I Am Angry</u>, <u>I Am Scared</u>, <u>When Sophie Gets Angry</u>, <u>The Bravest Fish</u>, <u>Wemberly’s Worried</u>, <u>The Feel Good Book</u>, <u>Yo. Yes!</u>, <u>What Do You Do With the Grumpy Kangaroo?</u></p> <p>BRAINPOP JR movies: “Thanksgiving”</p>
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<p>UNIT TWO:</p> <p>Family and Community</p> <p>9 weeks</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.3 Students will be able to demonstrate an understanding of significant events and themes in world history/international studies.</p> <p>1.4 Students will demonstrate an understanding of geographical space and place.</p> <p>1.5 Students will describe the interaction of humans and the environment.</p> <p>1.12 Students will be able to understand the interdependence of local, national and global economies.</p> <p>1.13 Students will be able to understand the characteristics of and interactions among culture, social systems and institutions.</p>	<ul style="list-style-type: none"> • Identify members of a family. • Identify the roles and responsibilities of family members. • Identify how children can help in a family. • Identify ways family members work together to help each other at home or out of the house. • Understand the importance to promote the common good of the family. • Demonstrate the acceptance of personal worth and the worth of others. • Demonstrate and understanding of and respect for individual needs within a family by citing a personal example. • Demonstrate correct techniques of conflict resolution and problem solving. • Examine similarities and differences between one's own culture and other cultures to which students are exposed through personal experience or media. • Explain the geographical relationships of familiar places in one's own community (e.g., home to school, home to store). 	<p>December Written Response: Family Traditions and Experiences Rubric Scored</p> <p>January Written Response: All About My Home Rubric Scored</p>	<p>Chart: We Can Work Together, Roles of Family Members</p> <p>December Literature: <u>My Two Holidays</u>, <u>Hannukah Bunnies</u>, <u>The Magic Dreidle</u>, <u>Holidays at my House</u>, <u>My Family</u>, <u>Families Share</u>, <u>Families Are Different</u>, <u>Together at Kwanza</u>,</p> <p>BRAINPOP JR movies: "Winter Holidays"</p> <p>Graph: How I Get to School (examine transportation in the community)</p> <p>Charts: Places in My Community</p> <p>January Literature: <u>A House is a House For Me</u></p>
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	<p>Standard 2: History/Social Studies Literacy Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p> <p>2.1 Students will be able to access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.2 Students will be able to interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.5 Students will be able to create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).</p>	<ul style="list-style-type: none"> • Describe types of transportation and related geographical features (e.g., boats go in water, cars have wheels to drive on land). • Explain how one travels to and from school and other places in the community. • Understand that money is represented by different forms (coins, currency, credit cards, checks). • Identify cultural characteristics of self and family (e.g., food, language, religion, traditions). • Find a relevant source of information related to a specific topic (e.g., book about a particular topic, map or globe to find a location). • Share and interpret information gathered from senses, print or media sources in a variety of ways (e.g., retell as story, create a simple graph, draw a picture or write to represent an experience). • Represent geographic or community locations, including relevant details, using classroom materials. 	<p>February Written Response: Helping Friends Rubric Scored</p>	<p><u>This is the Place for Me,</u> <u>A Clean Housae for</u> <u>Mole and Mouse,</u> <u>A House for Hermit</u> <u>Crab</u></p> <p>BRAINPOP JR movies: “Homes”</p> <p>Charts: How To Be A Helpful Friend</p> <p>February Literature: <u>Clifford’s Manners,</u> <u>We Can Do It Together,</u> <u>Gorgonzola,</u> <u>The Giving Tree</u></p>
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<p>UNIT THREE:</p> <p>Living Responsibly</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.4 Students will demonstrate an understanding of geographical space and place.</p> <p>1.5 Students will describe the interaction of humans and the environment.</p> <p>1.7 Students will Explain the purpose, structures and functions of government and law at the local, state, national and international levels.</p> <p>1.8 Students will Describe the interactions between citizens and their government in the making and implementation of laws.</p> <p>1.9 Students will Understand the rights and responsibilities of citizens.</p>	<ul style="list-style-type: none"> • Explain the purpose of school. • Demonstrate how to be a good citizen by following school rules, participating in classroom routines, and caring for school materials. • Explain the responsibilities of being a good student. • Apply the value of fairness to themselves and others. • Learn to make appropriate choices. • Understand consequences of his/her choices. • Recognize diversity and respect the needs of and become sensitive to feelings of classmates by: taking turns, identifying feelings, communicating feelings effectively in a positive way, and working cooperatively. • Describe and follow safe behavior inside and outside of school. • Demonstrate correct techniques of conflict resolution and problem solving. • Identify and explain the significance of important locations in one's neighborhood. • Discuss how people's actions affect the environment (e.g., 	<p>March Written Response: My School Rubric Scored</p>	<p>Charts: Making Good Choices, Hands are for Helping, Not Hitting,</p> <p>Being a Good Classroom Citizen</p> <p>BRAINPOP JR movies: "Rights and Responsibilities"</p> <p>March Literature: <u>Kindergarten Show Off</u>, <u>Old Henry</u> (about community standards), <u>Lilly's Purple Plastic Purse</u>, <u>Better Not Get Wet</u>, <u>Jesse Bear</u>, <u>Applemando's Dreams</u></p> <p>DVD's: The Magic School Bus, The Lorax</p> <p>Charts: Recycling, Keeping Our Earth Clean</p>
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	<p>1.10 Students will Explain how limited resources influence economic decisions.</p> <p>1.11 Students will Know how different economic systems organize resources.</p> <p>Standard 2: History/Social Studies Literacy Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p> <p>2.2 Students will Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p>	<p>why we recycle).</p> <ul style="list-style-type: none"> • State basic classroom, school, family and community rules/laws. • Explain the reason for rules related to basic safety and fairness. • Work collaboratively to develop classroom rules. • Participate in leadership roles within the classroom. • Give basic reasons for the functions of classroom leaders (e.g., line leader, messenger). • Discuss responsibilities students have to classmates and school community. • Problem solve when materials are limited with teacher support as needed. • Identify and role-play diverse jobs. • Describe basic functions of key community roles (e.g., police officer, mail carrier). • Share and interpret information gathered from senses, print or media sources in a variety of ways (e.g., retell a story, create a simple graph, draw a picture or write to represent an experience). 	<p>April Written Response: The Environment Rubric Scored</p> <p>May Written Response: Community Helpers Rubric Scored</p> <p>June Written Response: Reflection on the Year Rubric Scored</p>	<p>April Literature: <u>Just a Gum Wrapper,</u> <u>The Lorax,</u> <u>The Earth,</u> <u>Brother Eagle, Sister Sky</u></p> <p>Hands-on materials: Community Helpers dress-ups, Community Helper Puzzles</p> <p>BRAINPOP JR movie: “Community Helpers”</p> <p>Guest speakers from the community</p> <p>Play: “Community Helpers, We Love You!”</p> <p>Field Trips: The Firehouse, Bunnel’s Farm</p> <p>May Literature: <u>Going to the Firehouse,</u> <u>When I Grow Up,</u> <u>Firehouse,</u> <u>A Day in the Life Series</u></p>
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