



2018 - 2019



Grade K
SOCIAL STUDIES
Curriculum Map

Volusia County Schools

Next Generation Sunshine State Standards

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Course Number: 5021020 – Living, Learning, and Working Together: Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

Kindergarten Overview

Civics and Government (C)

Standard 1: Foundations of Government, Law, and the American Political System

Standard 2: Civic and Political Participation

Geography (G)

Standard 1: The World in Spatial Terms

Standard 2: Places and Regions

Standard 3: Physical System

American History (A)

Standard 1: Historical Inquiry and Analysis

Standard 2: Historical Knowledge

Standard 3: Chronological Thinking

Economics (E)

Standard 1: Beginning Economics

Strand	Benchmarks/Learning Targets	Academic Language	Resources
All Year	<p>SS.K.A.1.2: Develop an awareness of a primary source <i>Students will:</i></p> <ul style="list-style-type: none"> Identify three primary sources (e.g., a letter, a recording, a photograph, or telling a friend what you did over the weekend) using a picture or the actual object. 	Primary source	http://www.cpalms.org/Public/PreviewResourceUpload/Preview/10646
	<p>SS.K.A.3.1: Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. <i>Students will:</i></p> <ul style="list-style-type: none"> label pictures of daytime activities with the terms morning, afternoon, and evening label on a calendar by coloring “this week,” “last week,” and “next week.” <p>Note: Other examples of expressions of time may include, but are not limited to before, after, today, tomorrow, yesterday, past, present, future; day, week, month, year.</p>	calendar day last week next week this week time week	
	<p>SS.K.A.3.2: Explain that calendars represent days of the week and months of the year. <i>Students will:</i></p> <ul style="list-style-type: none"> label a week-long calendar with the days of the week. label a calendar with the months of the year. 	calendar day month week year	

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Civics & Government	<p>SS.K.C.2.1 Demonstrate the characteristics of a being a good citizen. <i>Students will:</i></p> <ul style="list-style-type: none"> answer several prompts regarding good citizenship with a drawing or in writing. Examples of prompts include: 1) You and a friend both want to use the same toy at the same time. What should happen next? 2) A student breaks a classroom rule. What will happen next? 3) Someone borrows a friend's pencil and it gets lost. What should happen next? list 3 things they should do while playing with a friend in order to be a good citizen. demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understand the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making. 	<p>citizen citizenship constitution</p>	<p>ELA Module 1 Literature: <i>Chrysanthemum</i> by Kevin Henkes <i>What If Everybody Did That?</i> By Ellen Javernick <i>Reading A-Z Laws for Kids</i> <i>Jamaica's Blue Marker</i> by Juanita Havill <i>It's Mine</i> by Leo Lionni</p> <p>YouTube/Safe Share Rules of the Classroom https://www.youtube.com/watch?v=uWXPCP8t00M</p>
	<p>SS.K.C.1.1 Define and give examples of rules and laws, and why they are important <i>Students will:</i></p> <ul style="list-style-type: none"> explain verbally or in writing one classroom/school rule and how it makes the classroom/school better or safer (e.g., no running in the classroom, no cutting in line). Explain one common community law (e.g., don't drive too fast, cross the street only at a crosswalk, wear a bicycle helmet, use of a car seat, use of a seatbelt) and what would happen if it were not followed or if the rule/law did not exist. 	<p>classroom community laws rules school</p>	
	<p>SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community <i>Students will:</i></p> <ul style="list-style-type: none"> draw a picture that demonstrates the importance of a school or community law or rule. In order to do this, students should be given one example of a school or community law or rule (such as wearing a seat belt or attending school) and should be expected to explain why it is important. 	<p>community home necessity laws rules school</p>	
	<p>SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that consistent with being a good citizen. <i>Students will:</i></p> <ul style="list-style-type: none"> circle a picture of good citizenship when given two illustrations of interactions between friends-one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using 	<p>citizen conflicts resolved</p>	

	<p>good citizenship (e.g., You and your friend both want to use the same toy. How can you solve this problem?)</p> <ul style="list-style-type: none"> role-play a situation in which they must show how to solve a problem with a friend using good citizen ship. 		
	<p>SS.K.C.2.3 Describe fair ways for groups to make decisions. <i>Students will:</i></p> <ul style="list-style-type: none"> respond to a prompt describing a situation in which a group decision must be made. The student should communicate through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?) communicate, through drawing or writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past. demonstrate through role play a fair way to make a group decision explain how others have used fair ways to make decisions (e.g. voting, taking turns, holding meetings). 	fair decision	

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Geography	<p>SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words. <i>Students will:</i></p> <ul style="list-style-type: none"> label a picture with the terms near and far, above and below, right and left, and behind and front. 	<p>near above below right left behind</p>	<p>ELA Module 1 Literature/Informational Texts: <i>I Can Read a Map</i> by Susan Ashley and Gregg Andersen <i>Looking at Maps and Globes</i> by Rebecca Olien <i>We Need Directions</i> by Sarah De Capua <i>Reading A-Z Following the Map</i></p> <p>Safari Montage Making and Reading Maps Follow Those Directions</p> <p>You Tube/Safe Share Cardinal Directions https://www.youtube.com/watch?v=f2l81_BFb-s</p>
	<p>SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth. <i>Students will:</i></p> <ul style="list-style-type: none"> draw and label a map of their classroom. identify the United States on a picture of a globe. explain that maps and globes are used to locate different places, and globes are used as a model to represent the Earth. 	<p>Earth globes maps model United States</p>	
	<p>SS.K.G.1.3 Identify cardinal directions (north, south, east, and west). <i>Students will:</i></p> <ul style="list-style-type: none"> identify north, south, east and west using a map. 	<p>east map north south west</p>	
	<p>SS.K.G.1.4 Differentiate land and water features on simple maps and globes. <i>Students will:</i></p> <ul style="list-style-type: none"> identify land and water on a map of the world by placing one symbol on water and a different symbol on land (e.g., an X and a circle). color water blue and land brown or green on a map of the world. <p>Note: Students are not required to name land or water formations or name specific lakes, rivers, oceans, or land masses.</p>	<p>land map water globe</p>	

	<p>SS.K.G.2.1 Locate and describe places in the school and community. <i>Students will:</i></p> <ul style="list-style-type: none"> • label a map of their neighborhood, identifying places of interest (e.g., parks, schools, and stores). • identify places (e.g., cafeteria, library, gym, their classroom) on a blank map of the school. 	<p>map places school</p>	
	<p>SS.K.G.2.2 Know one’s own phone number, street address, city, or town and that Florida is the state in which the student lives. <i>Students will:</i></p> <ul style="list-style-type: none"> • write or verbalize their phone number • identify their home address (zip code is not required), their telephone number, and the community in which they live • recognize that the state they live in is called Florida. 	<p>address city Florida phone number state</p>	
	<p>SS.K.G.3.1 Identify basic landforms. <i>Students will:</i></p> <ul style="list-style-type: none"> • label a forest, a hill, a mountain, a valley, a plain, an island, and a coast on a landscape map. • find pictures online or in magazines of forests, hills, mountains, valleys, plains, islands, and coasts, labeling each. • draw a picture of a forest, a hill, a mountain, a valley, a plain, an island, and a coast, labeling them. 	<p>forest hill island landscape map mountain</p>	<p>ELA Module 1 Literature Reading A-Z <i>Earth’s Landforms and Bodies of Water</i></p>
	<p>SS.K.G.3.2 Identify basic bodies of water. <i>Students will:</i></p> <ul style="list-style-type: none"> • label an ocean, a lake, a river, a gulf, and a bay on a landscape map. • find pictures online or in magazines of oceans, lakes, rivers, gulfs, and bays, labeling each. • draw a picture of an ocean, a lake, a river, a gulf, and a bay, labeling each. 	<p>lake landscape map ocean river</p>	
	<p>SS.K.G.3.3 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment. <i>Students will:</i></p> <ul style="list-style-type: none"> • draw a picture or find a picture in a magazine or online of fall, winter, spring, and summer, labeling each. • draw a picture or find a picture in a magazine or online of a person dressed for the weather in fall, winter, spring, and summer. • label pictures given to them of fall, winter, spring, and summer. identify and explain how the weather affects people and the environment. 	<p>fall safety severe spring summer weather winter</p>	<p>ELA Module 1 Literature <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen “The Four Seasons” Core Knowledge</p> <p>Safari Montage All About Climate and Seasons</p>

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American History	<p>SS.K.A.1.1: Develop an understanding of how to use and create a timeline. <i>Students will:</i></p> <ul style="list-style-type: none"> identify the order of pictures showing events that happen in a typical school day (e.g., walking or riding to school, eating lunch, recess, reading). create a timeline by order using pictures of a person at three different ages (e.g., baby, child, adult). sort the order of pictures showing three events from history (e.g., horse drawn buggy, car, and spaceship). 	<p>timeline</p>	<p><u>ELA Module 2</u> <u>Literature/Informational Texts:</u> <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema Reading A-Z <i>Long Ago and Today</i> Macmillan Treasures <i>Yoko</i> <i>What is Veteran's Day</i> by Elaine Landau <i>Too Many Tamales</i> https://safeshare.tv/x/ss57dd81c094c80 Reading A-Z <i>Feliz Navidad</i></p>
	<p>SS.K.A.2.1 Compare children and families of today with those in the past. <i>Students will:</i></p> <ul style="list-style-type: none"> sort pictures of items or physical artifacts into the categories of past and present. compare a picture of a family from the past with a picture of a family from the present. hear a story about a grandparent or older family member about his or her life as a child and compare the information to their own lives in the present, representing the differences through drawings. 	<p>compare differences past present</p>	<p><u>Safari Montage</u> National Observances</p>
	<p>SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. <i>Students will:</i></p> <ul style="list-style-type: none"> recognize three people, events, and/or ethnicities that are celebrated by federal holidays. identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day). explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday. 	<p>holiday honor Veterans Day</p>	
	<p>SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures <i>Students will:</i></p> <ul style="list-style-type: none"> compare U.S. holidays with those of other countries (for example, Mexico's Independence Day compared with America's Independence Day). choose details of American national holidays from a list, which will include some details of holidays of other cultures 	<p>nation holiday culture</p>	<p><u>Safari Montage</u> Early Settlers Thanksgiving Day</p>

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American History	<p>SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage. <i>Students will:</i></p> <ul style="list-style-type: none"> recognize three people, events, and/or ethnicities that are celebrated by federal holidays. identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day). explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday. 	<p>holiday honor Martin Luther King Jr. Day</p>	<p><u>ELA Module 3</u> <u>Literature/Informational Texts:</u> Reading A-Z <i>MLK Memorial</i> Reading A-Z <i>Ruby Bridges</i> <i>America’s Champion Swimmer: Gertrude Ederle</i> by David Adler Reading A-Z <i>How Does Something Become a Symbol</i> <i>President’s Day</i> by David F Marx</p> <p>Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.,</p> <p>Medal of Honor for Kids. <i>Kiddle Encyclopedia</i></p> <p><u>Safari Montage</u> Picture book of Martin Luther King Jr. Martin’s Big Words</p> <p><u>Safari Montage</u> Symbols of America American Bald Eagle- Chapter 1 <u>YouTube/Safe Share</u> Statue of Liberty</p>
	<p>SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles, including honesty, courage, and responsibility. <i>Students will:</i></p> <ul style="list-style-type: none"> retell a story about people in the past who have shown character ideals and principles by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders. recognize and recall characteristics and principles such as honesty, courage, and responsibility. 	<p>courage honesty past responsibility</p>	
	<p>SS.K.A.2.5 Recognize the importance of U.S. symbols. <i>Students will:</i></p> <ul style="list-style-type: none"> express one idea represented by one of the American symbols. Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the national anthem, and national and state flags. verbally express one way in which symbols are important. 	<p>American important symbol</p>	

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Economics	<p>SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used. <i>Students will:</i></p> <ul style="list-style-type: none"> identify and describe the jobs people do (e.g., firefighter, farmer) and the tools or equipment they use (e.g., fire truck, tractor). match a picture of a police officer, firefighter, teacher, doctor, mail carrier, baker, and farmer with pictures of tools or equipment these people use to do their jobs. 	equipment jobs tools	<p><u>ELA Module 4</u> <u>Literature/Informational Texts:</u> <i>The Art Lesson</i> by Tomie dePaola <i>Whose Tools are These: A Look at Tools Workers Use-Big, Sharp, and Smooth</i> by Sharon Katz Cooper <i>Reading A-Z Jobs for James</i> <i>A Chair for My Mother</i> by Vera B. Williams <i>Reading A-Z Needs and Wants</i></p>
	<p>SS.K.E.1.2 Recognize that United States currency comes in different forms. <i>Students will:</i></p> <ul style="list-style-type: none"> draw and label a picture of a bill and a coin. <p>Note: Students are not required to compute the value of the money.</p>	bill coin money	
	<p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want. <i>Students will:</i></p> <p>draw a picture and provide a simple verbal or written description showing someone doing something for which they will earn money (i.e., working at a job).</p>	earn money	
	<p>SS.K.E.1.4 Identify the difference between basic needs and wants. <i>Students will:</i></p> <ul style="list-style-type: none"> draw a picture of a need and a picture of a want. indicate (e.g. an X for a need and a circle for a want) whether a picture is an example of a want or a need. 	difference need want	

You Tube/Safe Share
[Needs vs. Wants](#)
[Needs vs. Wants Digital Story](#)
<https://youtu.be/Z8I2VhrZo9s>
[Berenstain Bears Get the Gimmies](#)
<https://youtu.be/xhR4VtfgNWU>