

**Quarter 1
Social Studies–Kindergarten**

Modules: CHAMPS, All About Me, Holidays

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|--------|---|--|---|---|
| 1 | How to Behave in the Classroom, Bathroom, and Hallway | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Demonstrate appropriate ways to behave in different settings. | Teacher observation, Julia Cook teacher resource book |
| 2 | Why Do We Have Rules? What is a Consequence? | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Explain the purpose and necessity of rules and laws at home, school, and community. | Teacher observation, Julia Cook teacher resource book |
| 3 | Conflict Resolution and How to be a Good Friend | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. | Teacher observation, Julia Cook teacher resource book |
| 4 | How Does Sharing Look? | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Describe fair ways for groups to make decisions. | Teacher observation, Julia Cook teacher resource book |

State Standard(s)

K-GC-1 Students will recognize their roles and responsibilities of being a good citizen.

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|--------|----------------------|---|---|--|
| 5-9 | All About Me! Part 1 | <ul style="list-style-type: none"> All About Me Lesson 1 poster board per students or premade All About Me materials, teacher example of poster and show & tell | <ul style="list-style-type: none"> Identify how individuals are similar and different. Explain how people change over time. Students will: recite first and last names, recite physical address, recite phone number, and recite name(s) of parents/guardians. | Teacher observation (Kagan structure-making connections to special student), presentation of poster, 1 to 1 conference to check objectives |

State Standard(s)

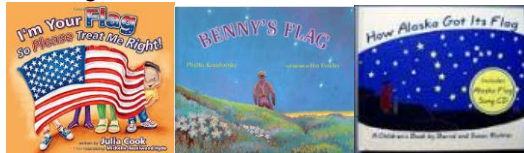
K-C-1 Recognize and describe how individuals are both similar and different. **K-GC-2** Students will understand the importance of knowing personal information.

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|--------|---|---|--|---------------------|
| 10-12 | Holidays- Labor Day, September 11, Alaska Day, Columbus Day | <ul style="list-style-type: none"> Teacher created Create an American flag, Create an Alaska flag | <ul style="list-style-type: none"> Recognize that historical understanding is relevant and valuable in the students' life and for participating in local, state, national, and global communities. Recognize national symbols. | Teacher observation |

State Standard(s)

K-C-4 Identify the purpose of national holidays and describe the people or events celebrated. **K-C-5** The students will identify important American symbols and explain their meaning.

Read Julia Cook's *I'm Your Flag So Please Treat Me Right!*, Phyllis Karasilovski's *Benny's Flag*, and/or Bernd and Susan Richter's *How Alaska Got Its Flag*



**Quarter 2
Social Studies–Kindergarten**

Modules: All About Me, Holidays

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|--------|----------------------|---|---|--|
| 1-8 | All About Me! Part 2 | <ul style="list-style-type: none"> All About Me Lesson 1 poster board per students or premade All About Me materials, teacher example of poster and show & tell | <ul style="list-style-type: none"> Identify how individuals are similar and different. Explain how people change over time. Students will: recite first and last names, recite physical address, recite phone number, and recite name(s) of parents/guardians. | Teacher observation (Kagan structure-making connections to special student), presentation of poster, 1 to 1 conference to check objectives |

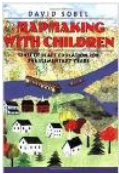
State Standard(s)

K-C-4 Identify the purpose of national holidays and describe the people or events celebrated. **K-C-5** The students will identify important American symbols and explain their meaning.

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|--------|---|---|--|---------------------|
| 9-15 | Holidays- Veterans Day, Thanksgiving, Christmas | <ul style="list-style-type: none"> Teacher created Invite a Veteran guest speaker, classroom feast, variety of classroom books that celebrate the diversity of how families celebrate winter holidays | <ul style="list-style-type: none"> Recognize that historical understanding is relevant and valuable in the students' life and for participating in local, state, national, and global communities. Recognize national symbols. | Teacher observation |

| State Standard(s) | | | | |
|--|---|--|--|---|
| K-C-2 Recognize and describe how families are similar and different. K-C-4 Identify the purpose of national holidays and describe the people or events celebrated. K-C-5 The students will identify important American symbols and explain their meaning. | | | | |
| Quarter 3 Social Studies–Kindergarten | | | | |
| Modules: CHAMPS, My Family, Holidays | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 1 | How to Behave in the Classroom, Bathroom, and Hallway | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Demonstrate appropriate ways to behave in different settings. | Teacher observation, Julia Cook teacher resource book |
| 2 | Why Do We Have Rules? What is a Consequence? | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Explain the purpose and necessity of rules and laws at home, school, and community. | Teacher observation, Julia Cook teacher resource book |
| 3 | Conflict Resolution and How to be a Good Friend | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. | Teacher observation, Julia Cook teacher resource book |
| 4 | How Does Sharing Look? | <ul style="list-style-type: none"> Guidelines, for Success, CHAMPS, Kelsos Choices, 2nd Step, Julia Cook books, Building created, etc. School acronym, school chant, routines, expectations, etc. | <ul style="list-style-type: none"> Describe fair ways for groups to make decisions. | |
| State Standard(s) | | | | |
| K-GC-1 Students will recognize their roles and responsibilities of being a good citizen. | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 5-7 | Needs vs Wants | <ul style="list-style-type: none"> Teacher created K Needs vs Wants Sort Read a variety of books about jobs in our community and jobs family members hold, guest presenters | <ul style="list-style-type: none"> Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats). Explain that people have jobs and earn money to meet their needs. | Teacher observation, Kagan structures |
| State Standard(s) | | | | |
| K-C-3 Explain how humans meet their needs in many ways. | | | | |

| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
|---|--|---|---|---|
| 8-10 | My Family Tree | <ul style="list-style-type: none"> Teacher created K Family Tree 1 K Family Tree 2 K Family Tree 3 | <ul style="list-style-type: none"> Recognize and describe how families have both similar and different characteristics. Identify family members, explain family rules/routines, describe family member's duties and responsibilities, and describe ways that families provide love, care, food, shelter, clothing, companionship, and protection. | Teacher observation, find a friend whose family member has a similar job, extension is to have student take home to extend tree to other family members |
| State Standard(s) | | | | |
| K-C-2 Recognize and describe how families are similar and different. K-C-6 Recognize and describe how families have both similar and different characteristics. | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 10-13 | My Family Timeline | <ul style="list-style-type: none"> K Family Time Line Letter Teacher created blank timeline format for each student (chart paper or poster board), teacher model | <ul style="list-style-type: none"> Understand chronological frameworks for organizing historical thought and be able to place significant ideas, institutions, people, and events within time sequences. Develop an understanding of how to use and create a timeline. | Extension to My Family Tree lesson to be completed at home with family then returned to school to share (family member is suggested to help presentation of timeline) |
| State Standard(s) | | | | |
| K-H-1 History is a record of human experiences that links the past to the present and the future. | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 14-20 | Holidays- New Year's, Martin Luther King Day, Presidents Day | <ul style="list-style-type: none"> Teacher created Promethean Planet-George Washington Promethean Planet-Abraham Lincoln Martin Luther King Jr. Emergent reader, create a Lincoln top hat from construction paper (write 1 fact their learned about Lincoln), create a 1 dollar bill from construction paper (write 1 fact they learned about Washington) | <ul style="list-style-type: none"> Recognize that historical understanding is relevant and valuable in the students' life and for participating in local, state, national, and global communities. Recognize national symbols. | Teacher observation, completion of emergent reader book, completion of Lincoln and Washington craft |

| State Standard(s) | | | | |
|--|----------------------------------|--|---|---|
| K-C-2 Recognize and describe how families are similar and different. K-C-4 Identify the purpose of national holidays and describe the people or events celebrated. K-C-5 The students will identify important American symbols and explain their meaning. | | | | |
| Quarter 4 Social Studies–Kindergarten | | | | |
| Modules: Geography, Holidays | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 1-5 | Make A Map | <ul style="list-style-type: none"> <i>Mapmaking with Children</i> by David Sobel  to be used as a teacher resource (not a read aloud) Teacher model of a map, 12” by 18” white construction paper | <ul style="list-style-type: none"> Identify geographic terms that describe e their surroundings. Describe the purpose of a map or globe. Make and use maps and globes. Use maps and globes to locate places and regions. Make a simple map. | Teacher observation, classroom/school map |
| State Standard(s) | | | | |
| K-G-1 Understand geographic terms. K-G-2 Use geographic tools. | | | | |
| Day(s) | Lesson | Suggested Resources/Materials | Objective(s) | Assessment(s) |
| 6-10 | Holidays-Earth Day, Mother’s Day | <ul style="list-style-type: none"> Teacher created | <ul style="list-style-type: none"> Recognize that historical understanding is relevant and valuable in the students’ life and for participating in local, state, national, and global communities. Recognize national symbols. | Teacher observation |
| State Standard(s) | | | | |
| K-C-4 Identify the purpose of national holidays and describe the people or events celebrated. K-C-5 The students will identify important American symbols and explain their meaning. | | | | |