

The World Around Us***Introduction***

Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior. (TN DOE 2014)

Quarter 1 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture, Government, Civics</p> <p>K.1 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school, and community. (C)</p> <p>K-15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules (G, C)</p> <p>K.21 Explain the purpose of rules and laws (G, C)</p> <p>K.22 Demonstrate good citizenship and examine the rights, privileges, and responsibilities of U.S. citizens as outlined in the Constitution. (G, C)</p> <p>K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority and explain how the characters in the stories show these qualities. (G, C)</p> <p>K.23 Identify sequential actions, such as first, next, and last in stories and use them to describe personal experiences. (H)</p> <p>K.24 Use correctly words and phrases related to chronology and time (now, long ago, before, after, morning, afternoon, night; today, tomorrow, yesterday, last or next week, month, year; and present,</p>	<p>Guiding Questions:</p> <p>How are we alike and different?</p> <p>Why do we need rules/expectations at home, school, and our community?</p> <p>Why do we need to follow rules?</p> <p>How do rules keep us safe?</p> <p>How can we be fair to each other?</p> <p>Why is it important to know your birthday?</p> <p>Vocabulary:</p> <p>community family neighborhood leader human Tennessee cooperation rules honesty respect</p>	<p>Students will draw a self-portrait and describe what they look like. Compare and contrast the drawings as a class.</p> <p>Write/dictate sentences: I am a _____. I am a _____. Graph as boy and girl. Students will interpret the results of the graph, as to determine are there more boys/girls, how many more, how many less, etc.?</p> <p>Students will brainstorm classroom rules and agree to follow listed rules and consequences.</p> <p>Create a classroom/school rules chart and have the students sign their names to agree to follow.</p> <p>Create a T-chart labeled school rules and home rules. (compare and contrast)</p> <p>Draw a picture of his/her favorite character or action from the story: <i>Kevin Knows the Rules</i> by Molly Dowd, <i>No, David/ David Goes to School</i> by David Shannon, or <i>Following Rules</i> by Robin Nelson</p> <p>Discuss doing something that made others mad at you and how you correct it?</p> <p>Read: <i>Abiyoyo</i> by Pete Seeger. Discuss why the village people did not like the boy and his dad and what changed their minds.</p> <p>Create a chart/list of class birthdays. Read: <i>The Cake that Mack Ate</i>. Have the students</p>	<p>Archived TN SPI's Websites: http://www.examiner.com/article/culturally-diverse-children-s-books</p> <p>Discovery Streaming Video: Understanding Good Citizenship http://www.discoveryeducation.com/</p> <p>Books:</p> <p><i>Kevin Knows the Rules</i> by Molly Dowd</p> <p><i>No, David</i> by David Shannon</p> <p><i>David Goes to School</i> by David Shannon</p> <p><i>Following Rules</i> by Robin Nelson</p> <p><i>Ira Sleeps Over</i> by Bernard Waber</p> <p><i>Abiyoyo</i> by Pete Seeger.</p> <p><i>The Gingerbread Man</i></p> <p><i>Pierre</i> by Maurice Sendak</p> <p><i>Today is Monday!</i> By Eric Carle</p> <p><i>Pierre</i> by Maurice Sendak</p> <p><i>Chicken Soup with Rice</i> by Maurice Sendak</p> <p><i>The Cake that Mack Ate</i> by Rose Robart</p>

Quarter 1 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
past, future tenses of verbs). (H) K.25 Identify the days of the week and months of the year. (H)		retell the story in order. Have the students draw/color a birthday cakes telling their birthdays. Graph the birthday cakes by order of months.	and Maryann Kovalski

Quarter 1 Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
Government, Civics, Geography K.16 Demonstrate understanding that there are important national symbols by identifying (G,C): <ul style="list-style-type: none"> • The words of the Pledge of Allegiance • The American flag and its colors and shapes • The Tennessee flag and its colors and shapes • The Tennessee state flower (Iris) and bird (Mockingbird). • The national symbols of the bald eagle, Statue of Liberty and the White House. 	<p>Guiding Questions: Why do we recite the Pledge of Allegiance every day?</p> <p>What does the United States flag represent?</p> <p>What do the colors and shapes represent on the United States flag?</p> <p>What does the flag of Tennessee look like?</p> <p>Why do we have national holidays?</p> <p>What are some national symbols?</p> <p>Vocabulary: Tennessee holiday</p>	<p>Recite the Pledge of Allegiance daily and explain why we do.</p> <p>Draw/color the US flag correctly.</p> <p>Discuss the Tennessee flag and have the students draw/color the flag.</p> <p>Discuss what a holiday is and why we have national remembrance of these days.</p> <p>Design a class flag and explain the choice of colors and shapes</p>	<p>Websites: http://www.primarygames.com/holidays/july4/games/match_up/usa_match.htm</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=C1EB38D4-FF96-4200-BA45-EA9FA01B1DFA&blnFromSearch=1&productcode=US</p> <p>http://www.homeofheroes.com/hallofheroes/1sf_or/flag/1bfc_pledge.html</p> <p>http://www.tn.gov/sos/symbols/symbols.htm</p>

Quarter 1 Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>K.29 Participate in shared research and writing projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them. (G)</p>	<p>United States of America celebration pledge allegiance vote leader respect</p>		<p>Books: <i>Welcome Books</i> by Lloyd G. Douglas</p> <ul style="list-style-type: none"> • <i>The Pledge of Allegiance</i> • <i>The American Flag</i> • <i>The Statue of Liberty</i> • <i>The Liberty Bell</i> • <i>The Bald Eagle</i>

Quarter 1 Weeks 8-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Government and Civics</p> <p>K. 20 Identify roles of authority figures at home, at school, in government to include parents, school, principal, volunteers, police officers, fire and rescue worker, mayor, governor, and president. (G,C)</p> <p>K.18 Recognize and name the current President of the United States. (G,C)</p> <p>K. 19 Use drawings, dictating, and writing to participate in shared research describing the role of the president. (G,C)</p> <p>K. 17 Re-tell stories that illustrate</p>	<p>Guiding Questions:</p> <p>What is an authority figure-leader?</p> <p>Why do we need leaders?</p> <p>Who are the authority figures at home, school, our city, state, and country?</p> <p>Who is the leader of our country?</p> <p>What makes a good leader/President?</p> <p>Who was Christopher Columbus and why is he honored with a holiday?</p> <p>Vocabulary:</p>	<p>Read: <i>A Fine, Fine School</i> and <i>That's our Principal</i>. Have the students list the authority figures from the trade books and tell the characteristics.</p> <p>Have students identify school authority figures- teachers, assistant principal, principal, etc. Have photographs/or take photographs of each to help identify and discuss their jobs.</p> <p>Have a list/poster of the city, and state leaders with pictures. Discuss each one and his/her job.</p> <p>Discuss the leaders of our State by using photographs.</p>	<p>Websites: http://www.6elementsje.blogspot.com http://www.scholastic.com/teachers/article/seven-roles-one-president</p> <p>Books: <i>A Fine, Fine School</i> by Sharon Creech <i>That's our Principal</i> by Ann Morris and Peter Linenthal <i>Grace for President</i> by Kelly DiPucchio <i>Smart About the Presidents</i> by Jon</p>

Quarter 1 Weeks 8-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority and explain how the characters in the stories show these qualities. (G,C)</p> <p>K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events. (G,C)</p> <p>K.29 Participate in share research and writing projects to identify and describe the events or people celebrate during state and national holidays and why we celebrate them. (G,C)</p> <p>(Christopher Columbus Day)</p>	<p>president leader United States of America vote holiday celebration map globe transportation</p>	<p>Read: <i>Grace for President</i> and <i>Smart About the Presidents</i></p> <p>Have the students illustrate/write about the job of the president and draw where he lives.</p> <p>Read: <i>Christopher Columbus</i> by Mary Dodson Wade. Have the students retell the story of Christopher Columbus and draw/color his ships on the journey.</p> <p>Create a map of Columbus's journey to discover America.</p>	<p>Buller, Susan Schade and Jill Weber</p> <p><i>Christopher Columbus</i> by Mary Dodson Wade</p> <p>Map of Christopher Columbus's voyage</p>

Quarter 2 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Geography</p> <p>K. 11 Use correctly words and phrases that indicate location and directions such as up, down, near, far, left, right, straight, back, in front of, and behind. (G)</p>	<p>Guiding Questions:</p> <p>What is the purpose of a map?</p> <p>How can we find specific locations on a map?</p> <p>What are directions?</p> <p>Why do we need directions?</p>	<p>Create a map of the school and plot at least 3 locations.</p> <ul style="list-style-type: none"> Have the students use positions words to tell where specific locations are on their map. Using the map from the above assessment, have the students place 	<p>Research Project:</p> <p>Maps and Locations</p> <p>Websites:</p> <p>Videos</p> <p>http://streaming.discoveryeducation.com/search/assetDetail.cfm?quidAssetID=d0f4c51-5e61-48c6-9d4f-</p>

Quarter 2 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>K.12 Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth. (G)</p> <p>K.13 Identify the student's address, city/town, school name, and Tennessee as the state in which they live. (G)</p> <p>K.14 Identify the location of Tennessee and the United States on a map. (G)</p>	<p>Why are maps and globes important?</p> <p>How do we recognize symbols on a map?</p> <p>Vocabulary: Tennessee map neighborhood globe United States of America</p>	<p>symbols on this product. When completed, walk around the school using it as a guide.</p> <p>Locate the school's community on a map of Memphis.</p> <p>Locate Memphis on a map of Tennessee.</p>	<p>5319d745455</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssertId=D90F4C51-5E61-48C6-9D4F-53139D745455&blnFromSearch=1&productcode=US</p> <p>Books: <i>Mapping Penny's World</i> by Loreen Leedy</p>

Quarter 2 Weeks 4-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History and Culture</p> <p>K.29 Participate in share research and writing projects to identify and describe the events or people celebrate during state and national holidays and why we celebrate them. (H) (Veteran’s Day, and Thanksgiving)</p> <p>K.27 Scan historic photographs to gain information and arrange in sequential order (H)</p> <p>K.2 Summarize people and places referenced in picture books, stories and real-life situations with supporting detail. (C)</p> <p>K.3 Compare family traditions and customs among different cultures. (C)</p> <p>K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures. (C)</p> <p>K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events and school events. (H)</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events. (H)</p>	<p>Guiding Questions: How are people similar/alike and different?</p> <p>What are some traditions/customs /holidays we celebrate in the United States?</p> <p>Why is Thanksgiving a holiday?</p> <p>Vocabulary: celebration holiday Tennessee neighborhood community United States of America basic needs wants</p>	<p>Read various trade books about the First Thanksgiving and the Pilgrims. Have students discuss why we still celebrate this tradition.</p> <p>Have the students at home create a poster depicting how their family celebrates various family traditions, customs, or holidays by drawing, dictating and writing.</p>	<p>Websites:</p> <p>http://www.plimoth.org/learn</p> <p>http://www.iteachwithtechnology.com/2010/11/thanksgiving-interactive-games.html</p> <p>http://www.thekidzpage.com/thanksgiving_games/</p> <p>Books: Guests by Michael Dorris</p> <p>The First Thanksgiving by Garnet Jackson</p> <p>My First Thanksgiving by Tomie dePola</p> <p>Squanto and the First Thanksgiving by Joyce K.. Kessel</p> <p>The Pilgrims and the First Thanksgiving by Mary Englar</p>

Quarter 3 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History and Economics</p> <p>K.27 Scan historic photographs to gain information and arrange in sequential order. (H)</p> <p>K. 28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events. (H)</p> <p>K.5 Distinguish between wants and needs. (E)</p> <p>K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met. (E)</p> <p>K.29 Participate in shared research and writing projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them. (E)</p>	<p>Guiding Questions:</p> <p>What is a need?</p> <p>What is a want?</p> <p>How do you meet your basic needs?</p> <p>What is something you would like to have, but do not need to survive?</p> <p>What is one way to acquire what you need?</p> <p>Who was Dr. Martin Luther King and why is his birthday celebrated?</p> <p>Vocabulary:</p> <p>basic needs wants community neighborhood job celebration holiday leader</p>	<p>Create and share a time-line of their lives using photographs of the events in their lives as a home-project.</p> <p>Read: <i>The Bag I'm Taking to Grandma's</i> and discuss how and what the main character decided to take to his grandma's.</p> <p>Read: <i>Needs and Wants</i> Have the students create a T-Chart with the headings: NEED or WANT. Students will draw things that are a need or a want.</p> <p>Read and discuss a trade book on MLK. Have students state why we remember his birthday and what can you do to honor his memory.</p>	<p>Websites:</p> <p>http://www.hannahvilleschool.net/wp-content/uploads/2013/06/KSSUnit3.pdf</p> <p>http://www.brighthubeducation.com/pr-e-k-and-k-lesson-plans/46534-kindergarten-economics-with-corduroy/</p> <p>Books:</p> <p><i>Corduroy</i> by Donald Freeman</p> <p><i>The Bag I'm Taking to Grandma's</i> by Shirley Neitzel</p> <p><i>Needs and Wants</i> by Gillia M. Olson</p> <p><i>Martin Luther King, Jr. Day</i> by Trudi Strain Trueit</p> <p><i>Martin Luther King JR Day (First Step Nonfiction)</i> by Robin Nelson</p> <p><i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport</p>

Quarter 3
Weeks 4-6

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Economics</p> <p>K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community. (E)</p> <p>K.7 Explain the benefits of saving money. (E)</p> <p>K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly to make purchases. (E)</p> <p>K.10 Use words relating to work such as wants, needs, jobs, money, buying and selling in writing, drawing and conservation. (E)</p>	<p>Guiding Questions:</p> <p>What are some jobs people work in our community?</p> <p>Who are the people who help us in our community?</p> <p>Why do people work?</p> <p>Why do people need to save money?</p> <p>How do you get things you want and need?</p> <p>Vocabulary:</p> <p>job community basic needs wants</p>	<p>Discuss why people work and identify their jobs. Create list of jobs. Share community helpers-by posters, puppets, and other media.</p> <p>Use a bubble web graphic organizer to chart information about community helpers.</p> <p>Read: <i>A Bargain for Frances</i> by Russell Hoban or <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst. Have students discuss each trade book on saving money then draw 4 things and/or write about what they would save money for and why.</p> <p>Implement a token economy to reinforce positive behavior in class as well as to provide real life experiences with economics.</p>	<p>Websites:</p> <p>http://learningtogive.org</p> <p>http://bensguide.gpo.gov/k-2/neighborhood/index.html</p> <p>http://teacher.scholastic.com/commclub/index.htm</p> <p>http://www.rockingham.k12.va.us/resources/elementary/files/MONEY.ppt</p> <p>http://classroom.jc-schools.net?SS-units?PPT-games/baseball-universelessong.ppt</p> <p>Books:</p> <p><i>A Bargain for Frances</i> by Russell Hoban</p> <p><i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst</p> <p><i>Everybody Works</i> by Shelley Rotner</p>

Quarter 3 Weeks 7-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture</p> <p>K.1 Describe familiar people, places, things, and events, with clarifying detail about a student’s home, school, and community. (C)</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail. (C)</p>	<p>Guiding Questions: What did Martin Luther King, Jr. do to make a difference in the world?</p> <p>Who are some other famous African Americans?</p> <p>Who are some African American inventors that contributed to our society?</p> <p>Vocabulary: leader respect</p>	<p>Discuss African American inventors and their contributions to our society.</p> <p>Create a list African American Inventors and their inventions.</p> <p>Draw/write/dictate about the contributions by African American inventors.</p>	<p>Websites: http://african-americaninventors.org/</p> <p>http://www.kidinfo.com/american_history/inventors_inventions.html</p> <p>Books: My Dream of Martin Luther illustrated by Faith Ringgold</p> <p>My First Biography –Martin Luther King Jr. by Marion Dane Bauer</p>

Quarter 4 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Tennessee</p> <p>K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee. (TN)</p>	<p>Guiding Questions: Why do we remember those who helped form our state?</p> <p>Who are the people who helped shape Tennessee?</p> <p>How did these people make difference?</p> <p>Vocabulary:</p>	<p>Have students research, dress as a famous Tennessean and tell something about the person.</p> <p>Read various trade books about the famous Tennesseans:</p> <ul style="list-style-type: none"> • David Crockett • Sequoyah • Andrew Jackson 	<p>Research Project: Famous People of Tennessee</p> <p>Websites: http://www.tnhistoryforkids.org</p> <p>http://tntrivia.com/famooous_tennesseans.htm</p>

Quarter 4 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
	Tennessee leader community	<ul style="list-style-type: none"> James K. Polk Alvin C. York Wilma Rudolph Elvis Presley <p>Have students write/draw about each famous Tennessean and explain why they are remembered</p>	<p>Books: <i>Inquire: A Student Handbook to 21st Century Learning: Zaner-Bloser Part 3: Developing Projects</i></p>

Quarter 4 Weeks 4-5			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture</p> <p>K.1 Describe familiar people, places, things, and events with clarifying detail about a student's home, school, and community (C)</p> <p>K.3 Compare family traditions and customs among different cultures. (C)</p>	There are differences among people and their communities.	<p>Guiding Questions: Why do we celebrate Africa in April?</p> <p>Vocabulary: Africa celebration family community neighborhood</p>	<p>Websites: http://www.africainapril.org/</p> <p>Books: <i>Africa in April Curriculum</i></p>

Quarter 4
Weeks 6-9

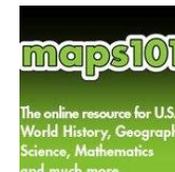
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture and Geography</p> <p>K.3 Compare family traditions and customs among different cultures. (C)</p> <p>K.13 Identify the student's street address, city/town, school name, and Tennessee as the state in which they live.</p> <p>Identify the location of Tennessee and the United States on a map. (G)</p>	<p>Guiding Questions:</p> <p>Why do we celebrate Cinco de Mayo?</p> <p>What are some traditions and customs from that culture?</p> <p>What do know about _____, the country Memphis in May is honoring this year?</p> <p>Vocabulary:</p> <p>celebration community neighborhood Tennessee United States map globe holiday</p>	<p>Students will participate in the celebration of Cinco de Mayo by identifying the traditions and customs- dance, music, food/drink, art, and symbols.</p> <p>Memphis/Tennessee History</p> <p>Have the name and create a list/book of the famous sites of Memphis. (Example: the Mississippi River, the Pink Palace, the Zoo, the airport, Elvis Presley's home, Brooks Museum, the bridge, the Peabody Hotel, etc.</p> <p>Have the students illustrate/color pictures of the sites and write descriptive sentences about these sites.</p> <p>Have the students create a map of Memphis including the school, and the famous sites.</p>	<p>Websites:</p> <p>http://www.kids.librarypoint.org_cinco_de_mayo</p> <p>http://www.memphisinmay.org</p> <p>Books:</p> <p>Memphis in May Curriculum</p>

Tool Box



<http://www.brooksmuseum.org/>

<http://www.newsela.com>



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