

Unit 1- Geography (weeks 1-7)		Time: August-October	
Standards Taught			
• K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. ○ K.SS.1.A. The student can distinguish between a map and a globe. G ○ K.SS.1.B. The student can identify and explain a map of the classroom. G ○ K.SS.1.C. The student can name his or her town, township or city, county, state or reservation, country, and continent. G ○ K.SS.1.D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. G • K.SS.2. The student locates each of the following on a map: G ○ -North America-Atlantic Ocean-Pacific Ocean-The United States of America-Alaska-Hawaii-South Dakota and the neighboring states-the location of the school • K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC ○ -Christopher Columbus-Matoaka (Pocahontas)-John Smith-Ousamequin (Massasoit)-John Winthrop-George Washington-Thomas Jefferson-Benjamin Franklin-Phillis Wheatley-Alexander Hamilton-James Madison-Daniel Boone-Meriwether Lewis and William Clark-Sacagawea-Davy Crockett-Tecumseh-Francis Scott Key-Andrew Jackson-Sequoyah-Elizabeth Cady Stanton-Frederick Douglass-Harriet Tubman-Abraham Lincoln-Elijah McCoy-Thomas Edison-Andrew Carnegie-Booker T. Washington-Anna Julia Cooper-George Washington Carver-Thátthánka Íyotake (Sitting Bull)-Tšašúnke Witkó (Crazy Horse)-Mañpiya Lúta (Red Cloud)-Heñáka Sápa (Black Elk)-Laura Ingalls Wilder-W.E.B. DuBois-Theodore Roosevelt-John Muir-Orville and Wilbur Wright-Henry Ford-Susan B. Anthony-Calvin Coolidge-Babe Ruth-Norman Rockwell-Robert Frost-Louis Armstrong-Langston Hughes-Franklin Delano Roosevelt-Jesse Owens-Dwight Eisenhower-E.B. White-Jackie Robinson-Dr. Seuss-Thurgood Marshall-Ruby Bridges-Martin Luther King, Jr.-Rosa Parks-Cesar Chavez-John F. Kennedy-Ronald Reagan-Neil Armstrong-Clarence Thomas-Barack Obama			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Sing Songs</i>
Relevance	Vocabulary		Assessments
<i>Children will be able to explain why we use maps and globes. They will be able to identify their address. Students can identify</i>	- <i>Globe</i> - <i>Map</i> - <i>Map legend</i> - <i>Map title</i> - <i>Map tools</i>	- <i>Location</i> - <i>Relative location</i> - <i>Address</i> - <i>City</i>	• <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i>

<i>landforms and bodies of water & be able to tell & explain stories and give information about a person's childhood, adulthood, and etc.</i>	- <i>Continent</i> - <i>Country</i> - <i>State</i> - <i>USA</i> - <i>Author</i>	- <i>County</i> - <i>Bodies of water</i> - <i>Landforms</i> - <i>Leader</i>	• <i>Unit Test</i>
Essential Questions: • <i>What is a map?</i> • <i>What is a globe?</i> • <i>What are map tools?</i> • <i>When would you need a map?</i> • <i>What are the cardinal directions?</i> • <i>How does knowing how to describe locations help you?</i> • <i>Think about where you live. What is the relative location of your house? Describe to a friend.</i> • <i>What tools can I use to locate a place?</i> • <i>How can I find my place on a map?</i> • <i>How would you describe your place in the world?</i> • <i>How can I tell someone my location in the world?</i> • <i>What are the physical characteristics of where you live?</i> • <i>What are the physical characteristics of a place?</i> • <i>Why is George Washington important in history?</i> • <i>Can an individual make a difference in history?</i> • <i>How have individuals influenced history?</i>			

Unit 2- History (weeks 8-14)		Time: October-November	
Standards Taught			
• K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. ○ K.SS.1.E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H ○ K.SS.1.F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H ○ K.SS.1.G. The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H ○ K.SS.1.H. The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H ○ K.SS.1.I. The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H • K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC ○ -Christopher Columbus-Matoaka (Pocahontas)-John Smith-Ousamequin (Massasoit)-John Winthrop-George Washington-Thomas Jefferson-Benjamin Franklin-Phillis Wheatley-Alexander Hamilton-James Madison-Daniel Boone-Meriwether Lewis and William Clark-Sacagawea-Davy Crockett-Tecumseh-Francis Scott Key-Andrew Jackson-Sequoyah-Elizabeth Cady Stanton-Frederick Douglass-Harriet Tubman-Abraham Lincoln-Elijah McCoy-Thomas Edison-Andrew Carnegie-Booker T. Washington-Anna Julia Cooper-George Washington Carver-Tłáthánka Íyotake (Sitting Bull)-Tłšaśúnke Witkó (Crazy Horse)-Mańpíya Lúta (Red Cloud)-Heńáka Sápa (Black Elk)-Laura Ingalls Wilder-W.E.B. DuBois-Theodore Roosevelt-John Muir-Orville and Wilbur Wright-Henry Ford-Susan B. Anthony-Calvin Coolidge-Babe Ruth-Norman Rockwell-Robert Frost-Louis Armstrong-Langston Hughes-Franklin Delano Roosevelt-Jesse Owens-Dwight Eisenhower-E.B. White-Jackie Robinson-Dr. Seuss-Thurgood Marshall-Ruby Bridges-Martin Luther King, Jr.-Rosa Parks-Cesar Chavez-John F. Kennedy-Ronald Reagan-Neil Armstrong-Clarence Thomas-Barack Obama			
Differentiation/Assessment:		Classroom Management and Environment:	
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.		Our classroom is set up with each student having their own desk with whole group discussion.	
Relevance		Vocabulary	
		Assessments	
		• Reading the lessons • Answering comprehension questions • Participating in class discussions • Sing songs	

<i>Children will understand how a calendar helps them keep track of time and being about to put events in order according to before or after and first, next, & last. They will be able to explain information using stories. Students will explain what a question is and be able to create a question.</i>	- Calendars - Today - Tomorrow - Yesterday - Timeline - Bifocals - Electricity - Invent - Historian - Answer - Information - Question	- After - Before - Future - Past - Present - Sequence - History - Setting - Primary source - Honest - Memorial - Speech	• Workbook comprehension questions • Class discussions • Scholastic News • Unit Test
Essential Questions: • What is something fun you remember doing yesterday? • What is something you are doing today? • What is something exciting you might do tomorrow? • Think about your time. How would you use a calendar to describe your time? • What words can we use to help us understand time? • How does thinking about the past help us in the present and future? • How have you changed since last year? • How might you change in the next year? • How do people and places change over time? • Why is Benjamin Franklin important to history? • Who is Benjamin Franklin? • How is life today different from life long ago? How is it the same? • Why is it important to learn about the lives of children in the past? • What is a question? • Why should I ask questions? • How do I get answers to questions? • What is the process for getting answers or solving a problem? • Who is Abraham Lincoln? • Why is Abraham Lincoln important to history?			

Unit 3- Economics (weeks 15-18)		Time: November- December	
Standards Taught			
• K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. ○ K.SS.1.M. The student can correctly use words related to work, including: E - ▪ - food -clothing -home -job -money -make -serve -borrow -buy -sell -need -want			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Sing songs</i>
Relevance	Vocabulary		Assessments
<i>Children will understand that the difference between wants and needs and how people can meet their needs. Students will be able to explain why people need- have jobs.</i>	- <i>Need</i> - <i>Shelter</i> - <i>Want</i> - <i>Earn</i> - <i>Goods</i> - <i>Jobs</i> - <i>Saving</i> - <i>Spending</i>	- <i>Consumers</i> - <i>Goods</i> - <i>Producers</i> - <i>Services</i> - <i>Volunteers</i> - <i>Bank</i> - <i>Goal</i>	• <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> • <i>Unit Test</i>
Essential Questions: • <i>What is the difference between something we need and something we want?</i> • <i>Why is it important to have our needs met before our wants?</i> • <i>How do people meet their needs?</i> • <i>What are some goods and services that you can provide that can help someone else?</i> • <i>Why do people work at jobs?</i> • <i>Why is it important for people to have jobs?</i> • <i>What goods and services can you buy from people working at jobs? How do these help you meet your needs?</i> • <i>Why is it important to save money?</i> • <i>What is a good way to keep track of you savings?</i>			

Unit 4- Civics & Government (weeks 19-24)		Time: January- February	
Standards Taught			
• K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. ○ K.SS.1.J. The student can give examples of rules and laws. C ○ K.SS.1.K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C ○ K.SS.1.L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE • K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC ○ -Christopher Columbus-Matoaka (Pocahontas) John Smith-Ousamequin (Massasoit)-John Winthrop-George Washington-Thomas Jefferson-Benjamin Franklin-Phillis Wheatley-Alexander Hamilton-James Madison-Daniel Boone-Meriwether Lewis and William Clark-Sacagawea-Davy Crockett-Tecumseh-Francis Scott Key-Andrew Jackson-Sequoyah-Elizabeth Cady Stanton-Frederick Douglass-Harriet Tubman-Abraham Lincoln-Elijah McCoy-Thomas Edison-Andrew Carnegie-Booker T. Washington-Anna Julia Cooper-George Washington Carver-Thátħánka Íyotake (Sitting Bull)-Thăšúnke Witkó (Crazy Horse)-Mañpíya Lúta (Red Cloud)-Heháka Sápa (Black Elk)-Laura Ingalls Wilder-W.E.B. DuBois-Theodore Roosevelt-John Muir-Orville and Wilbur Wright-Henry Ford-Susan B. Anthony-Calvin Coolidge-Babe Ruth-Norman Rockwell-Robert Frost-Louis Armstrong-Langston Hughes-Franklin Delano Roosevelt-Jesse Owens-Dwight Eisenhower-E.B. White-Jackie Robinson-Dr. Seuss-Thurgood Marshall-Ruby Bridges-Martin Luther King, Jr.-Rosa Parks-Cesar Chavez-John F. Kennedy-Ronald Reagan-Neil Armstrong-Clarence Thomas-Barack Obama			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Sing songs</i>
Relevance	Vocabulary		Assessments
<i>Children will understand what rules are and identify them for at home and at school and explain why we have rules and laws. Students will be able to describe how to be a responsible citizen and retell</i>	- <i>Bravery</i> - <i>Expedition</i> - <i>Tribe</i> - <i>Consequences</i> - <i>Respect</i> - <i>Rules</i> - <i>Fairness</i> - <i>Honesty</i>	- <i>Laws</i> - <i>Community</i> - <i>Kindness</i> - <i>Diverse</i> - <i>Customs</i> - <i>Independence</i> - <i>Citizen</i> - <i>Courage</i>	• <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> • <i>Chapter Test</i>

<i>stories about people in history.</i>	<i>- Responsibilities</i>	<i>- Determination</i>	
Essential Questions: • <i>Why is Sacagawea important to history?</i> • <i>Who is Sacagawea?</i> • <i>Why do we have rules?</i> • <i>How does it help us when we follow the rules in our classroom?</i> • <i>Why do we have laws?</i> • <i>What would our community be like without laws?</i> • <i>How can I learn and work together with others?</i> • <i>What can you do if you have a problem with a friend?</i> • <i>Who can you ask for help if you need it?</i> • <i>How have Native American leaders influenced history?</i> • <i>How can I be a responsible citizen in my communities?</i> • <i>How does being a responsible citizen help my communities be better?</i>			

Unit 5- Symbols & Celebrations (weeks 25-30)		Time: March – Mid -April	
Standards Taught			
• K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. ○ K.SS.1.N. The student can recite the “Pledge of Allegiance” from memory. C • K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG ○ - The Flag of the United States of America-Continental Flag/Betsy Ross Flag-Bald Eagle-The Great Seal of the United States of America-The National Motto: “In God We Trust”-Lincoln Memorial-Jefferson Memorial-Washington Monument-Martin Luther King, Jr. Memorial-U.S. Capitol Building-The White House-The U.S. Supreme Court Building-The Minuteman-The Alamo-Golden Gate Bridge-Uncle Sam-Statue of Liberty-Mount Rushmore-Liberty Bell-“America”-“America the Beautiful”-“The Star-Spangled Banner”-“My Country, Tis of Thee”-“God Bless America”-The Pledge of Allegiance-Twenty-One Gun Salute-Tomb of the Unknown Soldier-Declaration of Independence-United States Constitution-Thanksgiving Day-The Fourth of July-Memorial Day-Juneteenth			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Sing Songs</i>
Relevance	Vocabulary		Assessments
<i>Children will understand how people show patriotism for their country. They will recognize symbols for the United States and recognize important US places. Identify important documents and ceremonies in the United States.</i>	- <i>Patriotism</i> - <i>Pledge</i> - <i>Allegiance</i> - <i>Memorial</i> - <i>Monument</i> - <i>Symbol</i> - <i>Motto</i> - <i>Declaration of Independence</i>	- <i>Liberty</i> - <i>Statue</i> - <i>Symbol</i> - <i>Celebrate</i> - <i>Holiday</i> - <i>Memorial</i> - <i>Patriotic</i>	• <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> • <i>Unit Test</i>
Essential Questions: • <i>How do people show patriotism?</i> • <i>What do you love about your country? Think of three things you love about your country.</i> • <i>What are some symbols of the United States?</i> • <i>When you see a symbol of the country or your state, what do you feel?</i> • <i>What are some important places in the United States?</i> • <i>When you see an architectural symbol of the country, what do you feel?</i>			

- *Why do we honor people and events in American history?*
- *Why do we celebrate patriotic holidays?*
- *What is an important holiday for your family?*
- *Why do you celebrate this holiday?*
- *What are some different American symbols?*
- *What songs are often sung on the Fourth of July?*
- *What are examples of important American ideals?*
- *How do I show respect for the symbols of the United States?*
- *How does the United States Constitution help people be safe?*

Unit 6 – People & Culture (weeks 31-32)	Time: April- May
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Standards Taught

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| <ul style="list-style-type: none">• K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC |
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○ Christopher Columbus-Matoaka (Pocahontas)-John Smith-Ousamequin (Massasoit)-John Winthrop-George Washington-Thomas Jefferson-Benjamin Franklin-Phillis Wheatley-Alexander Hamilton-James Madison-Daniel Boone-Meriwether Lewis and William Clark-Sacagawea-Davy Crockett-Tecumseh-Francis Scott Key-Andrew Jackson-Sequoyah-Elizabeth Cady Stanton-Frederick Douglass-Harriet Tubman-Abraham Lincoln-Elijah McCoy-Thomas Edison-Andrew Carnegie-Booker T. Washington-Anna Julia Cooper-George Washington Carver- Tłáthánka Íyotake (Sitting Bull)- Tłáshúnke Witkó (Crazy Horse)- Małpíya Lúta (Red Cloud)- Heñáka Sápa (Black Elk)-Laura Ingalls Wilder-W.E.B. DuBois-Theodore Roosevelt-John Muir-Orville and Wilbur Wright-Henry Ford-Susan B. Anthony-Calvin Coolidge-Babe Ruth-Norman Rockwell-Robert Frost-Louis Armstrong-Langston Hughes-Franklin Delano Roosevelt-Jesse Owens-Dwight Eisenhower-E.B. White-Jackie Robinson-Dr. Seuss-Thurgood Marshall-Ruby Bridges-Martin Luther King, Jr.-Rosa Parks-Cesar Chavez-John F. Kennedy-Ronald Reagan-Neil Armstrong-Clarence Thomas-Barack Obama			
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?	
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Sing Songs</i>	
Relevance	Vocabulary		Assessments
<i>Children will be able to explain stories and give information about certain people and events in history. Explain an important figure's life & character using pictures.</i>	- <i>Airplane</i> - <i>Glider</i> - <i>Invent</i>	- <i>Expedition</i> - <i>Historic</i> - <i>research</i>	• <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> • <i>Unit Test</i>
Essential Questions: • <i>Why are Orville and Wilbur Wright important to history?</i> • <i>Who are Orville and Wilbur Wright?</i> • <i>What is an invention?</i> • <i>What inventions are important to you?</i> • <i>How does an individual make a significant difference?</i> • <i>How can people benefit from knowing about history?</i> • <i>Who are important figures in American history?</i>			