

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Kindergarten Description:

The social studies curriculum is integrated into our Wonders Reading program. The units that are listed below begin with Unit 1, Week 1 of Wonders and end with Unit 10, Week 3 of Wonders. Throughout the course of the school year, Kindergarten students will establish a solid foundation of social studies content which they will continue to build upon. At the beginning of our school year, Kindergarteners will begin by learning about their family and their friends, school and classroom rules, and their local community. In the middle of the year, learning focuses on nature, weather and the seasons. As students work towards the end of the year, the lessons attend to a few broader topics such as national landmarks, symbols and the United States. Embedded throughout the units, students learn what it means to be a good citizen and how to become critical thinkers. Our Kindergarteners will enter first grade with a solid foundation of social studies content that will be ready to be built upon.

Kindergarten Units:

- Unit 1: Family and Friends (Take a New Step)
- Unit 2: Culture and Community (Let's Explore)
- Unit 3: The Places We Go (Going Places)
- Unit 4: Around the Neighborhood (Around the Neighborhood)
- Unit 5: National Landmarks, Symbols, and My USA (From Here to There)
- Unit 6: Being a Good Citizen (How Things Change)
- Unit 7: Becoming a Critical Thinker (Thinking Outside the Box)



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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: Family and Friends (Take a New Step) | | |
| Unit Overview/Essential Understanding: In Unit 1, students will be focusing on ways to get along with new friends. Students will also be focusing on their family and the different members that make up their family. Students will also identify the role of adults in authority at school, as well as, how to work together with other students at school. Essential Questions: <ul style="list-style-type: none">• What can we learn when we try new things?• How can we get along with new friends?• How do baby animals move?• Who are the members of my family? | | |
| Unit Objectives: In Unit 1, students will focus on objectives such as: <ul style="list-style-type: none">• Correctly identify the members of their immediate family.• Learn that home is a place to live and to feel safe and secure.• Learn that family members get along by sharing, helping, being responsible, and caring for each other.• Identify the human characteristics of places, such as types of houses. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.3.K.B – Identify the role of adults in authority at home or in school• 5.4.K.A – Identify conflict in the classroom• 5.4.K.B – Identify how students can work together | | |
| Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.1.K.D – Identify a choice based on family interest• 6.4.K.A – Identify the specialized role performed by each member of the family | | |



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| <ul style="list-style-type: none"> 3.1.K.B1 – Observe and describe how young animals resemble their parents and other animals of the same kind | | |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> Students may not understand that all families are made up of different family members. Students may not understand that all families do not live in the same type of home life. | | |
| <p>Concepts/Content:</p> <ul style="list-style-type: none"> Family unit Family roles Conflict Conflict resolution | <p>Competencies/Skills:</p> <ul style="list-style-type: none"> Identify a family unit and members of the family Define mother, father, sister, brother and family Define house, townhouse, apartment, city and country Define share, care, help, respect and belonging | <p>Description of Activities:</p> <ul style="list-style-type: none"> Teacher specific activities: Social Scenario Cards, Family Tree Project |
| <p>Assessments:</p> <ul style="list-style-type: none"> Family Tree Project Students will be assessed based on teacher lead comprehension questions during their lessons. Students will be assessed on a variety of different readers, packets, and other various projects. | | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum. | <p>Additional Resources:</p> <ul style="list-style-type: none"> District approved resources: <ul style="list-style-type: none"> Wonders Teacher Manual Readers/Writers Companion Technology related tools <ul style="list-style-type: none"> Student tablet | |

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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: Culture and Community (Let's Explore) | | |
| Unit Overview/Essential Understanding: In Unit 2, students will be focusing on who are the important people in our school and what their roles are. Students will also learn about their community, who their community members are, as well as, the similarities and differences between city, suburbs and the county. Students will also focus on different celebrations that our community has. Students will also explore their classroom and their school and the important items that can be found in school and around the community. | | |
| Essential Questions: <ul style="list-style-type: none"> • Who are the important people in our school and what do they do? • Who helps out in a community? • How is your community like the city, the suburbs, and the country? • How does your community celebrate? • Where are important items located in our classroom? | | |
| Unit Objectives: In Unit 2, students will focus on objectives such as: <ul style="list-style-type: none"> • Identify school personnel and describe their roles and responsibilities. • Identify items in their classroom and their location. • Describe people and places in the community. • Summarize jobs performed by community workers. • Identify relationships between community needs and community services. • Identify and compare similarities and differences among families in other places and cultures. • Identify celebrations and holidays as a way of remembering and honoring events and persons in the past. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 5.1.K.A - Explain the purpose of rules • 5.1.K.B - Explain the need for rules | | |

- 5.1.K.C – Define respect for self and others
- 5.1.K.E – Demonstrate responsibilities in the classroom
- 5.2.K.D – Explain responsible classroom behavior
- 8.4.K.A – Explain how cultures celebrate
- 8.4.K.C – Identify different celebrations of different cultures from around the world

Important Standards Addressed in this Unit:

- 5.1.K.F – Identify significant American holidays and their symbols
- 5.2.K.A – Identify responsibilities at school
- 5.2.K.B – Identify a problem and discuss possible solutions
- 5.2.K.C – Identify classroom projects/activities that support leadership and service
- 8.3.K.B – Identify documents and artifacts important to the classroom community

Misconceptions:

- Students may not understand that each classroom and teacher have different rules.
- Students may not understand that different students and teachers recognize different holidays and traditions.

Concepts/Content:

- People and places in the community
- Classroom and school rules
- Problem solving strategies
- Roles and responsibilities

Competencies/Skills:

- Identify the need for classroom and school rules
- Use problem-solving strategies to identify ways to work cooperatively
- Define listen, learn, quiet, cooperate, rules, and respect
- Describe people and places in the community
- Define friend, classmate, principal, school counselor, custodian, nurse, librarian, work, and play

Description of Activities:

- Creation of classroom rules with their teacher – students discuss and finalize list hearing each other’s opinions and reasons
- Quarterly Activities – “Too Good For Drugs,” Lessons, Fire Prevention Week, Dental Health, etc.
- Red Ribbon Week
- Holiday activities – holidays celebrated around the world – students will rotate through different station activities to explore and learn about cultural ways of life and beliefs

Assessments:

- Students can be assessed daily on their behaviors.
- Social Situation/Problem Solving Task cards.
- Students will be assessed based on teacher lead comprehension questions during their lessons.
- Students will be assessed on a variety of different readers, packets, and other various projects.

Interdisciplinary Connections:

- The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum.

Additional Resources:

- District approved resources:
 - Wonders Teacher Manual
 - Readers/Writers Companion
- Technology related tools
 - Student tablet



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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: The Places We Go (Going Places) | | |
| Unit Overview/Essential Understanding: In Unit 3, students will be learning about all of the different places that they can go. Students will also learn about the different rules that we must follow when we are at different places. Students will also discuss the different places that they may go during the week or on the weekend. Essential Questions: <ul style="list-style-type: none">• What can you learn by going to different places?• What rules do we follow in different places?• What are the different sounds we hear?• What places do you go to during the week? | | |
| Unit Objectives: In Unit 3, students will focus on objectives such as: <ul style="list-style-type: none">• Identify items in their classroom and their location.• Describe people and places in the community.• Summarize jobs performed by community workers.• Identify relationships between community needs and community services. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.K.A - Identify chronological sequence through days, weeks, months, and years• 6.3.K.D - Identify products produced in the region or state | | |
| Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.K.C - Demonstrate an understanding of time order | | |

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| <p>Misconceptions:</p> <ul style="list-style-type: none"> • Students may not understand that each child may go to different places or do different activities outside of school. • Students may not understand the unspoken and spoken rules of different places. | | |
| <p>Concepts/Content:</p> <ul style="list-style-type: none"> • The calendar • The seasons • Locations on a map | <p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Identify the correct day, week, month, and year • Identify the different weather during the different seasons • Define day, week, month, and year | <p>Description of Activities:</p> <ul style="list-style-type: none"> • Calendar and Morning Meeting routines – students will chart days of the week; weather for the day; and discuss daily routines • Seasonal Crafts/Activities: • Tree collage showing the 4 seasons • “Me on the Map,” Story and Map project • Map of my Neighborhood |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum. | <p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved resources: <ul style="list-style-type: none"> ○ Wonders Teacher Manual ○ Readers/Writers Companion • Technology related tools <ul style="list-style-type: none"> ○ Student tablet | |

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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: Around the Neighborhood (Around the Neighborhood) | | |
| Unit Overview/Essential Understanding: In Unit 4, students will focus on the people and places in your neighborhood. Students will learn about the different jobs that people have, and how those jobs help to make our community a better place. Essential Questions: <ul style="list-style-type: none"> • What do you know about the people and the places in your neighborhood? • What do people use to do their jobs? • Who are your neighbors? • How can people help to make your community better? | | |
| Unit Objectives: In Unit 4, students will focus on objectives such as: <ul style="list-style-type: none"> • Explore their jobs at home and at school and realize that their main job at school is to learn. • Learn about some of the jobs that students may have someday. • Learn about ways in which some jobs have changed over time. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 5.3.K.C – Identify roles of fire fighters, police officers, and emergency workers • 6.5.K.A – Identify individuals who volunteer in the community | | |
| Important Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.2.K.A – Identify people in authority | | |
| Misconceptions: <ul style="list-style-type: none"> • Students may not understand that they should not be afraid of police officers, fire fighters, etc. they are meant to keep you safe. • Students may have negative thoughts about school based on their families experiences with school. | | |

| Concepts/Content: | Competencies/Skills: | Description of Activities: |
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| <ul style="list-style-type: none"> • Neighborhoods • Community locations • Jobs • Services • Citizens | <ul style="list-style-type: none"> • Describe the people and places in the community • Describe people and places in the community • Match simple descriptions or work that people do with the names of those jobs • Summarize jobs performed by community workers • Describe simple differences and similarities between ways people live in cities and on farms • Identify relationships between community needs and community services • Define streets, neighborhoods, town, homes, stores, community, citizen • Define near, far, above, below, and drawing • Define signs, stop light, crosswalk, and crossing guard • Define police, firefighter, chef, mayor, sanitation, worker, train, conductor • Define large, small, city, country, suburb, farm, and rural | <ul style="list-style-type: none"> • Fire Prevention Week • Career Day • Teacher specific projects: Picture Sorts of jobs and the people that are dressed to go with those jobs, Compare and contrast different jobs in the community, and thank you letters to fire fighters. |

Assessments:

- Students will be assessed based on teacher lead comprehension questions during their lessons.
- Students will be assessed on a variety of different readers, packets, and other various projects.

Interdisciplinary Connections:

- The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum.

Additional Resources:

- District approved resources:
 - Wonders Teacher Manual
 - Readers/Writers Companion
- Technology related tools
 - Student tablet



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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 weeks *some topics are taught at specific times* |
| Unit Title: National Landmarks, Symbols, and My USA (From Here to There) | | |
| Unit Overview/Essential Understanding: In Unit 8, students will discuss the different national landmarks and symbols of our county. Students will also learn about the different forms of transportation and how to get from here to there. Students will also compare and contrast what is far and what is near. Students will also discuss different famous men and women in our country's history. Essential Questions: <ul style="list-style-type: none">• Where can you go that is far and near?• What can help you go from here to there?• What do you know about our country?• What do you see in the sky? | | |
| Unit Objectives: In Unit 8, students will focus on objectives such as: <ul style="list-style-type: none">• Identify maps as different representations of Earth and identify map symbols for land and water.• Use simple maps to show where things are located, describe places, and locate land and water features.• Develop an awareness that maps show a view from above, show things in smaller sizes, and show the position of objects. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.K.A – Interpret a simple map of a known environment• 7.1.K.B – Describe the location of places in the home, school, and community to gain an understanding of relative location | | |
| Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.2.K.A – Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features• 7.2.K.B – Identify land and water forms | | |

Misconceptions:

- Students may not know how to properly use a map.
- Students may not understand timelines of events in our history.

Concepts/Content:

- Signs and Symbols
- Maps
- Globe
- US Symbols
- US Holidays
- Key Figures: Betsy Ross, Christopher Columbus, Martin Luther King Jr, Abraham Lincoln, George Washington, Pocahontas

Competencies/Skills:

- Identify common signs, logos, and symbols
- Identify map symbols for land and water
- Identify the state we live in
- Recognize the United States flag, Pledge of Allegiance, and that the President is the leaders of the United States
- Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories, and historical accounts
- Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.
- Define map, drawing, map key
- Define country, United States, state, land, and water
- Define world and continent
- Define globe, model, and round
- Define flag, Statue of Liberty, President, White House, Capitol

Description of Activities:

- Me on the Map Project
- Presidents Day crafts
- Thanksgiving Projects
- Teacher specific projects: Disguise a Turkey; Draw and paint the President; Mini Book on President's Day

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| | <ul style="list-style-type: none"> • Define Native Americans, Pocahontas, past, present, then, and now • Define explorers, ships, and discover • Define pilgrims, November, turkey, and harvest • Define Abraham Lincoln, George Washington, Betsy Ross, Martin Luther King Jr., and the Declaration of Independence | |
| <p>Assessments:</p> <ul style="list-style-type: none"> • Students will be assessed based on teacher lead comprehension questions during their lessons. • Students will be assessed on a variety of different readers, packets, and other various projects. | | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum. | <p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved resources: <ul style="list-style-type: none"> ○ Wonders Teacher Manual ○ Readers/Writers Companion • Technology related tools <ul style="list-style-type: none"> ○ Student tablet | |



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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: Being a Good Citizen (How Things Change) | | |
| Unit Overview/Essential Understanding: In Unit 9, students will discover how things change and how things can be used to make new things. Students will also discuss different ways that they can help out at home and the different responsibilities that children and adults have. Students will also learn different ways that they can be a good citizen. Essential Questions: <ul style="list-style-type: none">• How do things change?• How can you help out at home?• What do good citizens do?• How can things in nature be used to make new things? | | |
| Unit Objectives: In Unit 9, students will focus on objectives such as: <ul style="list-style-type: none">• Learn that people earn money by working.• Learn that people spend money by trading it for goods.• Learn that people make choices as to how they spend their money.• Learn the meanings of needs and wants and contrast needs with wants.• Further explore the basic need of food, clothing and shelter. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.3.K.F – Identify and explain behaviors for responsible classroom citizens• 6.1.K.A – Identify how scarcity influences choice• 6.1.K.B – Identify family wants and needs• 6.2.K.A – Identify goods and consumers• 6.2.K.D – Identify currency and how it is used | | |

Important Standards Addressed in this Unit:

- 6.1.K.C – Identify choices to meet needs
- 6.2.K.C – Identify advertisements that encourage us to buy things
- 6.4.K.D – Identify individual wants and needs
- 6.5.K.C – Identify goods and services provided by local businesses

Misconceptions:

- Students may have a difficult time understanding the difference between punishment and consequences.
- Students may not understand how to differentiate between wants and needs.

Concepts/Content:

- Citizenship
- Rules and laws
- Wants and needs
- Consequences
- Goods and services
- Price of goods and services

Competencies/Skills:

- Demonstrate that being a good citizen involves taking turns
- Demonstrate that being a good citizen involves following rules and understand the consequences of breaking rules
- Recognize the need for rules and laws
- Give examples of ways that people can help keep their environment clean
- Define rules, friends, play, cooperate, and compromise
- Define recycle, conserve, and resources
- Define job, work, cashier, earn, money, spend, shop, and market

Description of Activities:

- Students will create a list of ways to keep our school, town, and community clean.
- Students and teachers will create a list of classroom and school rules.
- Students and teachers will discuss the different consequences if rules are broken.

Assessments:

- Students will be assessed based on teacher lead comprehension questions during their lessons.



- Students will be assessed on a variety of different readers, packets, and other various projects.

Interdisciplinary Connections:

- The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum.

Additional Resources:

- District approved resources:
 - Wonders Teacher Manual
 - Readers/Writers Companion
- Technology related tools
 - Student tablet



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| Subject: Social Studies | Grade: Kindergarten | Suggested Timeline: Approximately 3 Weeks |
| Unit Title: Becoming a Critical Thinker (Thinking Outside the Box) | | |
| Unit Overview/Essential Understanding: In Unit 10, students will discuss new ideas, how to work together, as well as, begin to think critically. Students will also practice working cooperatively and discuss different ideas on how to protect the environment. Essential Questions: <ul style="list-style-type: none">• How can new ideas help us?• What can happen when we work together?• In what ways are things alike? How are they different?• What ideas can you suggest to protect the environment? | | |
| Unit Objectives: In Unit 10, students will focus on objectives such as: <ul style="list-style-type: none">• Discuss conflict resolution.• Compare and contrast between fact and opinions. | | |
| Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.K.B – With guidance and support, differentiate facts from opinions as related to an event• 8.1.K.C – Explain how to locate information in a source• 8.2.K.D – Demonstrate an understanding of conflict | | |
| Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.K.D – Demonstrate an understanding of conflict and cooperation | | |
| Misconceptions: <ul style="list-style-type: none">• Students may not understand that there can be a variety of different ways of solving conflict.• Students may not understand the difference between facts and opinions. | | |

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| <p>Concepts/Content:</p> <ul style="list-style-type: none"> • Social Situations • Current events | <p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Compare and contrast between fact and opinion • Discuss different ways to resolve conflict • Define fact and opinion • Define conflict and resolution | <p>Description of Activities:</p> <ul style="list-style-type: none"> • Students will participate in different social scenarios. • Students will identify the conflict and different ways to resolve the conflict. |
| <p>Assessments:</p> <ul style="list-style-type: none"> • Students will be assessed based on teacher lead comprehension questions during their lessons. • Students will be assessed on a variety of different readers, packets, and other various projects. | | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • The Unit Topics for our Social Studies curriculum is directly aligned with the Unit Topics in our Wonders curriculum. | <p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved resources: <ul style="list-style-type: none"> ○ Wonders Teacher Manual ○ Readers/Writers Companion • Technology related tools <ul style="list-style-type: none"> ○ Student tablet | |