

## Kindergarten-The World Around Us: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
History	Famous People of Tennessee	Students will be introduced to some Tennessee heroes and discuss contributions made to our state history. Included: David Crockett, Wilma Rudolph, Andrew Jackson, Andrew Johnson, James K. Polk, and Elvis Presley.	K.1, K.14, K.30
Community	Where Do You Live?	Students will understand that we can describe where we live in many ways. They will know their own phone number, address, city and state.	K.1, K.12, K.13, K.14
Time	Timelines	Students will understand how to use and create a timeline using words and phrases related to time. They will begin to develop an awareness of primary sources.	K.1, K.2, K.17, K.23, K.25, K.28, K.29
Community	Needs and Wants	Students will identify the difference between needs and wants and will understand that people work to earn money for things they need and want.	K.1, K.2, K.3, K.5, K.6, K.8, K.9, K.10, K.22, K.24, K.27, K.28
Community	Needs and Wants	IDM	
Colonial America	The First Thanksgiving	Students will learn about the Mayflower's journey to America, the experiences of the Pilgrims, and the hardships of surviving in a new country.	K.1, K.2, K.6, K.11, K.12, K.15, K.17, K.20, K.21, K.22, K.23, K.25, K.26, K.29
Maps	Earth	Students will identify basic landforms, bodies of water, and cardinal directions. They will understand that maps and globes help locate places.	K.1, K.11, K.12, K.14
Weather	Seasons	Students will learn about seasons on Earth and will describe seasonal weather changes. They will understand how weather affects people and the environment.	K.1, K.23, K.24, K.28
Weather	Weather	Students will learn about different types of weather and some effects it has on people and the environment.	K.1, K.9, K.14, K.27

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### What Will Kindergarten Students Learn This Year?

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.

### Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

### Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

### Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

### Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and login with username: **shelby\_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

### Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<a href="#">Studies Weekly Resources (Found Under the General Resources Tab)</a>	<a href="#">Expeditionary Learning: Protocols and Resources</a>
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

<b>Week 1: Famous People of Tennessee</b>			
<b>Essential Question(s)</b>	How have some famous people of Tennessee made a difference in America?		
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	famous, Tennessean, athlete, president		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Andrew Jackson</b></p> <ul style="list-style-type: none"> <li>• Who was Andrew Jackson?</li> <li>• What did he fight in?</li> <li>• Where did he live?</li> <li>• What is his home called?</li> </ul> <p><b>James K. Polk</b></p> <ul style="list-style-type: none"> <li>• Who was James K. Polk?</li> <li>• Where did he live?</li> </ul>	<p><b>Andrew Johnson</b></p> <ul style="list-style-type: none"> <li>• Who was Andrew Johnson?</li> <li>• What was his job before becoming president?</li> <li>• Where did he live?</li> <li>• What is a tailor?</li> </ul> <p><b>David Crockett</b></p> <ul style="list-style-type: none"> <li>• What is David Crockett famous for?</li> <li>• What did he help write in Tennessee?</li> </ul>	<p><b>Willa Rudolph</b></p> <ul style="list-style-type: none"> <li>• Who was Wilma Rudolph?</li> <li>• What did she win?</li> <li>• Where did she win her awards?</li> </ul> <p><b>Elvis Presley</b></p> <ul style="list-style-type: none"> <li>• Who was Elvis Presley?</li> <li>• Where did he live?</li> <li>• What is his house called?</li> <li>• What is one of his most famous songs?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	1) The teacher and students will create a bubble map or list of the contributions of the famous people of Tennessee discussed this week. 2) The students will choose their favorite famous people of Tennessee that has been discussed throughout the week. Students will tell why they chose their famous person of Tennessee.		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How have some famous people of Tennessee made a difference in America?		
<b>Standards</b>	K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.14 Locate Tennessee and the United States on a map. K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee: • David Crockett • Sequoyah • Andrew Jackson • James K. Polk • Andrew Johnson • Alvin C. York • Wilma Rudolph • Elvis Presley		

<b>Week 2: Where Do You Live?</b>			
<b>Essential Question(s)</b>	How can we describe where we live?		
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	Earth, city, town, address, area code, zip code		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Where Do You Live?</b></p> <ul style="list-style-type: none"> <li>• Where do you live?</li> <li>• What is Earth?</li> <li>• How many people live on Earth?</li> </ul> <p><b>The United States of America</b></p> <ul style="list-style-type: none"> <li>• Where do you live?</li> <li>• What do we sometimes call the United States of America?</li> <li>• What is the United States of America?</li> </ul> <p><b>States, Cities and Towns</b></p> <ul style="list-style-type: none"> <li>• What is the name of the state we live in?</li> <li>• What does every state have?</li> <li>• What are cities bigger than?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>In Case of Emergencies</b></p> <ul style="list-style-type: none"> <li>• What is important to know in case of an emergency?</li> <li>• What is an emergency?</li> </ul> <p><b>Know Your Address</b></p> <ul style="list-style-type: none"> <li>• What does your address have?</li> <li>• What is a zip code?</li> <li>• How does a zip code help us?</li> </ul> <p><b>Know Your Phone Number</b></p> <ul style="list-style-type: none"> <li>• What is an area code?</li> <li>• How many more numbers are there in your phone number other than the area code?</li> </ul> </td> </tr> </table>	<p><b>Where Do You Live?</b></p> <ul style="list-style-type: none"> <li>• Where do you live?</li> <li>• What is Earth?</li> <li>• How many people live on Earth?</li> </ul> <p><b>The United States of America</b></p> <ul style="list-style-type: none"> <li>• Where do you live?</li> <li>• What do we sometimes call the United States of America?</li> <li>• What is the United States of America?</li> </ul> <p><b>States, Cities and Towns</b></p> <ul style="list-style-type: none"> <li>• What is the name of the state we live in?</li> <li>• What does every state have?</li> <li>• What are cities bigger than?</li> </ul>	<p><b>In Case of Emergencies</b></p> <ul style="list-style-type: none"> <li>• What is important to know in case of an emergency?</li> <li>• What is an emergency?</li> </ul> <p><b>Know Your Address</b></p> <ul style="list-style-type: none"> <li>• What does your address have?</li> <li>• What is a zip code?</li> <li>• How does a zip code help us?</li> </ul> <p><b>Know Your Phone Number</b></p> <ul style="list-style-type: none"> <li>• What is an area code?</li> <li>• How many more numbers are there in your phone number other than the area code?</li> </ul>
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<b>Activities</b>	<ol style="list-style-type: none"> <li>1) Students will put pictures in order from largest to smallest starting with the earth, the United States, and the city.</li> <li>2) Students will write sentences to describe where they live. Examples may include: I live on Earth or I live in the United States.</li> <li>3) Students will write and recite their address and phone number.</li> </ol>		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How can we describe where we live?		
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <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.</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>K.14 Locate Tennessee and the United States on a map.</p>		

<b>Week 3: Timelines</b>			
<b>Essential Question(s)</b>	How do timelines help us keep things in order?		
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	timeline, month, order		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Timelines</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What does a timeline show?</li> </ul> <p><b>Pilgrims' Timeline</b></p> <ul style="list-style-type: none"> <li>• This is a timeline of what?</li> <li>• What is the picture in the first box?</li> <li>• What do the pictures show?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>What Happened in 1620</b></p> <ul style="list-style-type: none"> <li>• What does the word "pledge" mean?</li> <li>• What happened in 1620?</li> <li>• Why are the months and years on the timeline?</li> </ul> <p><b>Timelines Show Order</b></p> <ul style="list-style-type: none"> <li>• How do timelines show events?</li> <li>• What happened first?</li> <li>• What happened next?</li> <li>• When did the ship land in America?</li> <li>• What was last on the timeline?</li> </ul> </td> </tr> </table>	<p><b>Timelines</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What does a timeline show?</li> </ul> <p><b>Pilgrims' Timeline</b></p> <ul style="list-style-type: none"> <li>• This is a timeline of what?</li> <li>• What is the picture in the first box?</li> <li>• What do the pictures show?</li> </ul>	<p><b>What Happened in 1620</b></p> <ul style="list-style-type: none"> <li>• What does the word "pledge" mean?</li> <li>• What happened in 1620?</li> <li>• Why are the months and years on the timeline?</li> </ul> <p><b>Timelines Show Order</b></p> <ul style="list-style-type: none"> <li>• How do timelines show events?</li> <li>• What happened first?</li> <li>• What happened next?</li> <li>• When did the ship land in America?</li> <li>• What was last on the timeline?</li> </ul>
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<b>Activities</b>	<ol style="list-style-type: none"> <li>1) The teacher and teacher will complete a short-term timeline of things done during a part of the school day.</li> <li>2) Students will make individual timelines to document their day at school. Students will draw pictures to represent different things that happen in their day. Students will also number the activities they do in a day.</li> </ol>		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Given a set of pictures, students will construct/assemble a timeline in chronological order.		
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail</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.</p> <p>K.23 Identify sequential actions, including first, next, and last in stories and use them to describe personal experiences.</p> <p>K.25 Identify days of the week and months of the year.</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.</p> <p>K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them: • Martin Luther King, Jr. Day • Presidents' Day (George Washington and Abraham Lincoln) • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving</p>		

<b>Week 4: Needs and Wants</b>			
<b>Essential Question(s)</b>	How are needs and wants different?		
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	needs, wants		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Needs and Wants</b></p> <ul style="list-style-type: none"> <li>• What is a need?</li> <li>• What is a want?</li> <li>• Looking at the picture what are some needs of the young girl?</li> <li>• What are some wants that the young girl has?</li> </ul>	<p><b>A Place to Live, Food to Eat, and Clothes to Wear</b></p> <ul style="list-style-type: none"> <li>• Why do people need a place to live?</li> <li>• Why do people need food to eat?</li> </ul> <p>Why do people need clothes to wear?</p>	<p><b>People Need Each Other People Want Many Things, Families Work Together</b></p> <ul style="list-style-type: none"> <li>• What are some things you see in the picture?</li> <li>• Why do people need each other?</li> </ul> <p><b>People Need Money, People Make Money</b></p> <ul style="list-style-type: none"> <li>• Why is money important to us?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	<ol style="list-style-type: none"> <li>1) The teacher and students will list or create a bubble maps of needs and wants for humans.</li> <li>2) Students will use the Fun and Games section of the of the week’s selection to circle pictures of things students need.</li> <li>3) Students will complete a t-chart to categorize magazine cut-outs/pictures as needs or wants.</li> </ol>		
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: How are needs and wants different?		
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student’s home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.3 Compare family traditions and customs among different cultures.</p> <p>K.5 Distinguish between wants and needs.</p> <p>K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.</p> <p>K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.</p> <p>K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.</p> <p>K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.</p> <p>K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.</p> <p>K.24 Use correct 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, past, and future tenses of verbs).</p> <p>K.27 Scan historic photographs to gain information and arrange in sequential order.</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.</p>		

<b>5: Needs and Wants (C3 Teacher Inquiry Design Model Unit)</b>	
<b>Essential Question(s)</b>	Why did people move to New York and what were their hopes? What was life like for immigrants in New York? How did immigrant groups adapt to and shape the culture of New York?
<b>Unit Texts and Resources</b>	Image bank: Needs and wants Image bank: Goods and services Image bank: Scarcity
<b>Unit Overview</b>	This annotated kindergarten inquiry focuses on the economics concept of scarcity by developing an understanding of needs and wants and goods and services through the compelling question, “Can we ever get everything we need and want?” The distinctions between these constructs serve as the necessary components of an examination of the choices people must make when faced with potential limitations. Online Access: <a href="#">Needs and Wants</a>
<b>Standards</b>	K.5 Distinguish between wants and needs. K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met. K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.



<b>Week 6: First Thanksgiving</b>			
<b>Essential Question(s)</b>	Who celebrated the first Thanksgiving?		
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	celebrate, feast		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The First Thanksgiving</b></p> <ul style="list-style-type: none"> <li>• Who were Pilgrims?</li> <li>• Why did Pilgrims come to America?</li> </ul> <p><b>Coming to America</b></p> <ul style="list-style-type: none"> <li>• What was the name of the ship the Pilgrims came to America on?</li> <li>• How did American Indians help the Pilgrims?</li> </ul>	<p><b>The Shared Feast</b></p> <ul style="list-style-type: none"> <li>• Who did the Pilgrims invite to a feast?</li> <li>• What did they eat at the feast?</li> </ul> <p><b>The First Winter</b></p> <ul style="list-style-type: none"> <li>• Why was the first winter in America difficult for the Pilgrims?</li> </ul> <p><b>Plymouth</b></p> <ul style="list-style-type: none"> <li>• This is where the Pilgrims landed.</li> <li>• Where is Plymouth located in the United States? Is it in the north or south?</li> </ul>	<p><b>Thanksgiving in Canada</b></p> <ul style="list-style-type: none"> <li>• When do we celebrate Thanksgiving?</li> <li>• When do the people of Canada celebrate Thanksgiving?</li> </ul> <p><b>American Stories: William Bradford</b></p> <ul style="list-style-type: none"> <li>• What were some of the rules Pilgrims had to follow?</li> <li>• Who was William Bradford?</li> <li>• How many times was he elected to his position?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	1) Students will compare what they eat at school or home during Thanksgiving to what the Pilgrims ate at their first Thanksgiving. 2) Using the Fun and Games section of the week’s selection, students will categorize students following rules and students breaking rules.		
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: Who celebrated the first Thanksgiving?		
<b>Standards</b>	K.1 Describe familiar people, places, things and events, with clarifying detail about a student’s home, school, and community. K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail. K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind. 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. K.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. 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. K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president. K.21 Explain the purpose of rules and laws. K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution. K.23 Identify sequential actions, including first, next, and last in stories and use them to describe personal experiences. K.25 Identify days of the week and months of the year. K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events. K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them: • Martin Luther King, Jr. Day • Presidents’ Day (George Washington and Abraham Lincoln) • Memorial Day • Independence		

Day • Columbus Day • Veterans' Day • Thanksgiving

**Week 7: Earth**  
**Essential Question(s)** What components make up the Earth?

<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	maps, globes, beach, mountain, desert		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Earth</b></p> <ul style="list-style-type: none"> <li>• What is a globe?</li> <li>• What do the blue parts on the globe represent?</li> <li>• What do the other colors represent?</li> </ul> <p><b>North America</b></p> <ul style="list-style-type: none"> <li>• How do maps and globes help use?</li> <li>• What is our continent?</li> <li>• What is a continent?</li> </ul>	<p><b>Water on Earth</b></p> <ul style="list-style-type: none"> <li>• Is there more water or land on Earth?</li> <li>• What are large bodies of water called?</li> <li>• What are smaller bodies of water called?</li> <li>• What are some things people can do in the water?</li> </ul>	<p><b>Land on Earth</b></p> <ul style="list-style-type: none"> <li>• What is a mountain?</li> <li>• What is the land between two mountains called?</li> <li>• What is a desert?</li> <li>• How is a beach different from a desert?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	<p>1) The teacher and students will complete a Venn diagram to compare and contrast maps and globes.</p> <p>2) The teacher and students will use page 2 of the week’s text selection to locate and highlight on a map Tennessee, the Atlantic Ocean, and the Pacific Ocean.</p>		
<b>Assessment</b>	Using the week’s text and class discussions as a reference, students will explain/describe the land on earth.		
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student’s home, school, and community.</p> <p>K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind.</p> <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.</p> <p>K.14 Locate Tennessee and the United States on a map.</p>		

<b>Week 8: Seasons</b>	
<b>Essential Question(s)</b>	What are the names of the four seasons?

	How does nature change with the seasons?	
<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America	
<b>Vocabulary</b>	season, weather	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• How many seasons are there?</li> <li>• What happens to the weather when the seasons change?</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• What is the coldest season?</li> <li>• During what time of year does the sun shine stronger on the southern part of the Earth?</li> <li>• What do you wear during the winter? Why?</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Describe the spring weather?</li> <li>• How does the rain help nature?</li> <li>• What happens to many animals in the spring?</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• What is usually the warmest season?</li> <li>• What do you like to wear in the summer? Why?</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• What starts to happen to the weather in the fall?</li> <li>• What is another name for fall?</li> <li>• What happens to the leaves of many trees in the fall?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38
<b>Activities</b>	<ol style="list-style-type: none"> <li>1) Students will complete a KWL Chart of the seasons and discuss seasonal changes.</li> <li>2) Students will put teacher created pictures of the seasons in order to show the correct sequence of seasons.</li> <li>3) Students will complete a 4-Square Chart with the seasons labeled. Students will cut out pictures of things that are associated with each season and add them to the chart.</li> </ol>	
<b>Assessment</b>	Students will use evidence from the week's texts to complete the prompt: How does nature change with the seasons?	
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.23 Identify sequential actions, including first, next, and last in stories and use them to describe personal experiences.</p> <p>K.24 Use correct 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, past, and future tenses of verbs).</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.</p>	

<b>Week 9: Weather</b>	
<b>Essential Question(s)</b>	What are some different types of weather?

<b>Texts</b>	<b>Required Texts:</b> Kindergarten Studies Weekly: Our Place in America		
<b>Vocabulary</b>	weather, dangerous, tornado, blizzard, hurricane		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• What are some different kinds of weather?</li> </ul> <p><b>Storms</b></p> <ul style="list-style-type: none"> <li>• Can a storm be dangerous?</li> <li>• What could happen?</li> <li>• What do you notice about the storm in the picture?</li> </ul>	<p><b>Tornados</b></p> <ul style="list-style-type: none"> <li>• What does the wind do in a tornado?</li> <li>• What shape does the cloud make?</li> <li>• What should you do if you hear a tornado siren?</li> </ul> <p><b>Blizzards</b></p> <ul style="list-style-type: none"> <li>• Where do blizzards happen?</li> <li>• What are blizzards?</li> <li>• What do you notice about the picture?</li> </ul> <p><b>Hurricanes</b></p> <ul style="list-style-type: none"> <li>• Describe the eye of a hurricane.</li> <li>• Where do most hurricanes near the United States start?</li> </ul>	<p><b>Thunderstorms</b></p> <ul style="list-style-type: none"> <li>• What do we hear and see in a thunderstorm?</li> <li>• What do you notice about the picture?</li> </ul> <p><b>Floods</b></p> <ul style="list-style-type: none"> <li>• What are floods?</li> <li>• What has happened in the picture?</li> </ul> <p><b>Emergency Plans</b></p> <ul style="list-style-type: none"> <li>• What type of plan should every family have?</li> <li>• What is an emergency plan?</li> <li>• What are some things people could put in their emergency kits?</li> </ul>
<b>Suggested Protocols and Resources</b>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
<b>Activities</b>	<p>1) With teacher guidance, students will create a weather journal throughout the week. As students read about different types of weather, they will record how the weather looks and how it makes them feel.</p> <p>2) The teacher will create a gallery of different types of weather. Students will draw the type of apparel needed for the weather.</p>		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: What are different types of weather?		
<b>Standards</b>	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.</p> <p>K.14 Locate Tennessee and the United States on a map.</p> <p>K.27 Scan historic photographs to gain information and arrange in sequential order.</p>		