

Kindergarten-The World Around Us: Quarter 4 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
American Monuments	American Monuments	Students will learn about important buildings, statues, and monuments associated with American history including the White House and Mount Rushmore.	K.1, K.2, K.13, K.14, K.16
Celebrate America	Celebrate America	Students will learn about the way American symbols, holidays, and patriotic activities reflect the shared values, principles, and beliefs of Americans.	K.1, K.2, K.15, K.16, K.17, K.22, K.24, K.27, K.29
Rights and Responsibilities	Rights and Responsibilities	Students will discuss the individual rights and responsibilities they have as part of their family, school, and their community.	K.1, K.3, K.20, K.21, K.22
Resources	Resources	Students will understand the difference between consumers and producers and between goods and services. They will discuss needs and wants and the way people get things they need and want.	K.1, K.3, K.5, K.6, K.8, K.9, K.10, K.24, K.27
Jobs People Do	Jobs People Do	Students will learn about work and discuss the jobs people do in their communities. They will describe tools or equipment needed for some jobs.	K.1, K.6, K.7, K.8, K.9, K.10, K.20, K.22
Economics	Money	Students will understand the basic concepts of spending and saving money. They will recognize that U.S. currency comes in different forms.	K.1, K.3, K.7, K.9, K.10, K.22
Culture	Culture	Students will read about and compare and contrast the families, clothes, and homes of different cultures.	K.1, K.2, K.3, K.4
Culture	Culture	Students will read about and compare and contrast birthdays, transportation, and schools of different cultures.	K.1, K.2, K.3, K.4
Civics	Civic Ideals	This inquiry is an exploration into the concept of responsibility, beginning within the home and then expanding to school and the community. In examining the idea that we all have important responsibilities, students should consider the question of what could happen if they choose to act irresponsibly. Through interaction with the formative performance tasks and featured sources, students build their knowledge and understanding such that they should be able to develop an argument that answers the compelling question "Why do I have to be responsible?"	K.15, K.16, K.20

Kindergarten-The World Around Us: Quarter 4 Curriculum Map Scope and Sequence

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.

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 and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to 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:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
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

Week 1: American Monuments			
Essential Question(s)	Why do we have American monuments?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	monument, helpful, White House, Ponce De Leon		
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>American Monuments</p> <ul style="list-style-type: none"> Why are many monuments built? What things can be a monument? <p>The White House</p> <ul style="list-style-type: none"> What is the name of the president's home? Where is the president's home located? </td> <td style="width: 50%; vertical-align: top;"> <p>Mount Vernon</p> <ul style="list-style-type: none"> Why did George Washington not live in the White house? Where did George Washington live when he was president? <p>Mount Rushmore</p> <ul style="list-style-type: none"> Where is Mount Rushmore located? How many presidents are on Mount Rushmore? What are the names of the presidents on Mount Rushmore? <p>Independence Hall</p> <ul style="list-style-type: none"> What important documents were signed in Independence Hall? Where is independence Hall located? </td> </tr> </table>	<p>American Monuments</p> <ul style="list-style-type: none"> Why are many monuments built? What things can be a monument? <p>The White House</p> <ul style="list-style-type: none"> What is the name of the president's home? Where is the president's home located? 	<p>Mount Vernon</p> <ul style="list-style-type: none"> Why did George Washington not live in the White house? Where did George Washington live when he was president? <p>Mount Rushmore</p> <ul style="list-style-type: none"> Where is Mount Rushmore located? How many presidents are on Mount Rushmore? What are the names of the presidents on Mount Rushmore? <p>Independence Hall</p> <ul style="list-style-type: none"> What important documents were signed in Independence Hall? Where is independence Hall located?
<p>American Monuments</p> <ul style="list-style-type: none"> Why are many monuments built? What things can be a monument? <p>The White House</p> <ul style="list-style-type: none"> What is the name of the president's home? Where is the president's home located? 	<p>Mount Vernon</p> <ul style="list-style-type: none"> Why did George Washington not live in the White house? Where did George Washington live when he was president? <p>Mount Rushmore</p> <ul style="list-style-type: none"> Where is Mount Rushmore located? How many presidents are on Mount Rushmore? What are the names of the presidents on Mount Rushmore? <p>Independence Hall</p> <ul style="list-style-type: none"> What important documents were signed in Independence Hall? Where is independence Hall located? 		
Suggested Protocols and Resources	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Talk and Turn: Pg. 38</td> <td style="width: 50%;">Think, Pair, Share: Pg. 38</td> </tr> </table>	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38
Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38		
Extension Activities	<ol style="list-style-type: none"> 1) The teacher and students will create a bubble map of American monuments with sentences to describe the monuments. 2) Students will create a monument. Students will label the monument with the name of the person they want to honor and why. 		
Assessment	Students will use evidence from this week's texts to complete the prompt: Why do we have American monuments?		
Standards	<p>K.1, K.2, K.13, K.14, K.16</p> <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.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> <p>K.16 Identify the following state and national symbols: • The American flag and its colors and shapes • The Tennessee flag and its colors and shapes • The words of the Pledge of Allegiance • The Tennessee state flower (Iris) and bird (Mockingbird) • The national symbols of the bald eagle, Statue of Liberty, and the White House</p>		

Week 2: Celebrate America			
Essential Question(s)	What symbols represent America? What symbols represent freedom? Why is the Fourth of July an important holiday for America?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	symbol, liberty, equal, America		
Teacher Guided Text Specific & Text Dependent Questions	<p>Celebrate America</p> <ul style="list-style-type: none"> • What is the national symbol of America? • Describe the national symbol of America. • What colors make up the American flag? <p>Symbols</p> <ul style="list-style-type: none"> • What is a symbol? <p>Symbols of Freedom</p> <ul style="list-style-type: none"> • What do Americans believe in? • What are America's symbols of freedom? • Describe the Statue of Liberty? • Where is the Statue of Liberty located? <p>The Liberty Bell</p> <ul style="list-style-type: none"> • How did the Liberty Bell become cracked? • How long ago was the Liberty Bell cracked? 	<p>The Fourth of July</p> <ul style="list-style-type: none"> • What do we celebrate on the Fourth of July? • How do people celebrate the Fourth of July around the country? <p>Equality</p> <ul style="list-style-type: none"> • What do Americans believe? <p>Rosie Riveter</p> <ul style="list-style-type: none"> • What does Rosie the Riveter stand for? • Is Rosie the Riveter a real person? 	<p>Rosa Parks</p> <ul style="list-style-type: none"> • What did Rosa Parks stand for? • What did Rosa Parks believe? <p>The First Fourth of July</p> <ul style="list-style-type: none"> • How did people celebrate the first Fourth of July? • What are people doing in the picture? • How does the American flag in the picture compare and contrast to the American flag today?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) The teacher and students will complete a KWL chart of American symbols. 2) After reading the Symbols of Freedom, students will give/draw their opinion of the best American symbol for freedom. Students will write sentences to support their opinion.		
Assessment	Students will use the week's texts to complete the prompt: Why is the Fourth of July an important holiday for America?		
Standards	K.1, K.2, K.15, K.16, K.17, K.22, K.24, K.27, K.29 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.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. K.16 Identify the following state and national symbols: • The American flag and its colors and shapes • The Tennessee flag and its colors and shapes • The words of the Pledge of Allegiance • The Tennessee state flower (Iris) and bird (Mockingbird) • The national symbols of the bald eagle, Statue of Liberty, and the White House 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>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.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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 3: Rights and Responsibilities			
Essential Question(s)	What rights and responsibilities do children have at home and at school?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America Supplemental Texts:		
Vocabulary	respect, responsibility, Golden Rule, chores, rules, rights		
Teacher Guided Text Specific & Text Dependent Questions	Rights and Responsibilities <ul style="list-style-type: none"> Who do Americans believe have rights? Who do Americans believe have responsibilities? Rights and Responsibilities at School (Part I) <ul style="list-style-type: none"> What rights do students have when at school? What responsibilities do students have at school? 	Rights and Responsibilities at School (Part II) <ul style="list-style-type: none"> What is another right that students have at school? What are other responsibilities students have at school? The Golden Rule <ul style="list-style-type: none"> What is the Golden Rule? What is happening in the picture? How could we be responsible if we saw this happening to a peer? 	Rights and Responsibilities at Home (Part I) <ul style="list-style-type: none"> What rights do children have when at home? What responsibility do children have at home? Rights and Responsibilities at Home (Part II) <ul style="list-style-type: none"> What rights do children have when at home? What responsibilities do children have at home?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) The teacher and students will discuss the importance of rights and responsibilities. The teacher and students will complete a cause and effect t-chart to list rights and responsibilities and their effects. Some examples may include: Because students have the right to learn, students have the freedom to grow up and be whatever they want to be. Because students have the responsibility of emptying the trash at home, the kitchen is clean and smells nice. 2) The teacher and students will make a class-size Venn diagram to compare and contrast the responsibilities of students while at home and while at school? 3) The students will draw and label people living by the Golden Rule. Students will write sentences to describe how the people in their drawing are living by the Golden Rule.		
Assessment	Students will use the week's texts to complete the prompt: What rights and responsibilities do children have at home and at school?		
Standards	K.1, K.3, K.20, K.21, K.22 K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.3 Compare family traditions and customs among different cultures. 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.		

Week 4: Resources			
Essential Question(s)	Why are needs important? How do people get the things they want and need?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	Needs, wants, producers, consumers, service, food, clothing, shelter		
Teacher Guided Text Specific & Text Dependent Questions	<p>Resources</p> <ul style="list-style-type: none"> • What are needs? • What are some examples of needs? <p>Wants</p> <ul style="list-style-type: none"> • What are wants? • What are some example of wants? • What are some wants you see in the picture? • What are some needs you see in the picture? <p>Needs and Wants</p> <ul style="list-style-type: none"> • How do people get the things they need and want? • What is the lady getting in the picture? • Is it a need or a want? • How is she getting what she needs? • Who is helping her get what she needs? 	<p>Money</p> <ul style="list-style-type: none"> • How can money be used? • What do people do to earn money? • What do people buy with money? • What is a consumer? <p>Goods</p> <ul style="list-style-type: none"> • Who pays for goods and services? • What are goods? • What are some examples of goods? <p>Services</p> <ul style="list-style-type: none"> • What is a service? • What are some examples of services? <p>Where Do Needs and Wants Come from?</p> <ul style="list-style-type: none"> • What is happening in the picture? • What tools do you see in the picture? 	<p>Producers</p> <ul style="list-style-type: none"> • Who makes some things we want and need? • What is a producer? • What are some examples of producers? <p>Ivory Coast</p> <ul style="list-style-type: none"> • Where do some things we need and want come from? • Where does most of the world's chocolate come from? <p>Dairy Products</p> <ul style="list-style-type: none"> • What are some examples of dairy products? • How did people get dairy products long ago? • What goods did consumers pay for from dairy trucks? • What service did consumers pay for when they got goods from the dairy truck? • What do you see in the picture? Circle the word dairy in the picture? • How many children do you see on the dairy truck?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) The teacher and students will create a bubble map or list of the goods that can be found in the classroom or community. 2) The teacher and students will create a bubble map or list of the services that can be found in the community. Students will then write a to list or describe how the community services benefit others. 3) Using a t-chart, students will categorize pictures of wants and needs. Students will then write sentences to explain the difference between wants and needs. 		
Assessment	Students will use the week's texts to complete the prompt: How do people get the things they want and need?		
Standards	K.1, K.3, K.5, K.6, K.8, K.9, K.10, K.24, K.27 K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.3 Compare family traditions and customs among different cultures. K.5 Distinguish between wants and needs.		

	<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.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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 5: Jobs People Do			
Essential Question(s)	How do the jobs people do help communities?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	labor, mechanic, chef, sales people, firefighters, teacher, police		
Teacher Guided Text Specific & Text Dependent Questions	<p>Jobs People Do</p> <ul style="list-style-type: none"> • What do many people do? • What do many workers use? • What do many workers wear? <p>Firefighters</p> <ul style="list-style-type: none"> • What do firefighters do? • Looking at the picture, what special clothes do firefighters wear? <p>Mechanics</p> <ul style="list-style-type: none"> • What do mechanics do? • Looking at the picture, what special tools does a mechanic use? • What special clothes does a mechanic wear? 	<p>Police</p> <ul style="list-style-type: none"> • What do police do? • Looking at the picture, what special clothes does a police officer wear? <p>Chef</p> <ul style="list-style-type: none"> • What does a chef do? • Looking at the picture, what special tools does a chef use? • What special clothes does a chef wear? <p>Salespeople</p> <ul style="list-style-type: none"> • What do salespeople do? • Looking at the picture, what special clothes do sales people wear? 	<p>Paid to Work</p> <ul style="list-style-type: none"> • How do workers earn money? • What do workers purchase with their money? • What is the man purchasing in the picture? • Are the items needs or wants? <p>Labor Day</p> <ul style="list-style-type: none"> • Who do we honor on Labor Day? • When is Labor Day celebrated? <p>Labor</p> <ul style="list-style-type: none"> • What does the word labor mean? • Looking at the picture, what job do you think the workers are doing? What from the picture made you think that?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) The teacher and students will complete a KWL chart on different jobs. 2) The teacher will post chart paper with the name and picture of different jobs around the classroom. Students will work in groups to draw and label different tools and special clothing their given worker may need. Students will present their completed chart to the class. Students will then work individually to write sentences that describe the role, tools, and special clothing of the worker of their choice.		
Assessment	Students will use the week's texts to complete the prompt: How do the jobs people do help communities?		
Standards	K.1, K.6, K.7, K.8, K.9, K.10, K.20, K.22 K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met. K.7 Explain the benefits of saving money. K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community. 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. K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation 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.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.		

Week 6: Money			
Essential Question(s)	How do people use money?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America Supplemental Texts:		
Vocabulary	Money, nickel, dime, quarter, penny, bank, goods, services, trade, resources		
Teacher Guided Text Specific & Text Dependent Questions	Money <ul style="list-style-type: none"> • What is money? • Who uses money every day? • Why do people use money? Buying Something <ul style="list-style-type: none"> • When you buy something, what do you trade? Buying Goods <ul style="list-style-type: none"> • What are some examples of goods? Buying Services <ul style="list-style-type: none"> • When you pay someone to cut your hair, what are you paying for? • What are some examples services people can pay for? 	Spending Carefully <ul style="list-style-type: none"> • Why is it important to spend money carefully? • What are some ways people can spend money carefully? Banks <ul style="list-style-type: none"> • Where can you save money? What does a bank do to your money?	Saving Money <ul style="list-style-type: none"> • What can a person do if they do not have enough money to buy something they want? • What are some ways people can save money? Donating <ul style="list-style-type: none"> • What does it mean to donate to others? • What are some ways people work to donate money, goods, and services to others?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) After reading this week's selections, students will draw and label ways people use money. 2) Students will create a bubble map of the type of money used in the United States. Students will then write sentences to describe each form of money.		
Assessment	Students will write to explain why people use money.		
Standards	K.1, K.14, K.16, K.30 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.16 Identify the following state and national symbols: • The American flag and its colors and shapes • The Tennessee flag and its colors and shapes • The words of the Pledge of Allegiance • The Tennessee state flower (Iris) and bird (Mockingbird) • The national symbols of the bald eagle, Statue of Liberty, and the White House 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		

Week 7: Culture			
Essential Question(s)	How are families around the world alike and different? How are clothes around the world alike and different? How are homes around the world alike and different?		
Texts	Required Texts: Families in Many Cultures, Clothes in Many Cultures, Homes in Many Cultures <i>(Provided during the 2016-17 SY)</i> Supplemental Texts:		
Vocabulary	Celebrate, holiday, meal, relative, surf, vacation, bride, grooms, business suit, ceremony, sarong, parka, powwow		
Teacher Guided Text Specific & Text Dependent Questions	<p>Families in Many Cultures</p> <ul style="list-style-type: none"> • Where do families of all sizes live? • Who do children around the world live with? • Who makes up a family? • Where may some family members live? • How does the mom in China help her son? • How do you know what the son in China is doing? • What does the family in New Zealand do together? • What does a family in Africa do to celebrate holidays? • How does a family in Germany play together? 	<p>Clothes in Many Cultures</p> <ul style="list-style-type: none"> • What do people around the world wear for clothes? • Looking at the picture, what do you think parkas are? • What keeps Kenyan people cool on hot days? • What do office workers wear? • What do ranchers of Australia wear? • Looking at the picture, what do you think a rancher is? • In India, what do brides and grooms wear. • Describe the different things you see in the picture. • What do American Indians wear at powwows? • What do you think a powwow is? • Looking at the picture, what do you think a kilt is? • When do Scottish men wear kilts? 	<p>Homes in Many Cultures</p> <ul style="list-style-type: none"> • What are homes? • What do cabins of Slovenia have and why? • Why do Kenyan huts have grass roofs? • What is an adobe home? • Why are stilt houses built above rivers? • What are house boats and where can they be found? • Where can apartment buildings be found? • How are apartment buildings different from houses? • Describe a country farm?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) The teacher and students will list or create a bubble map of clothes from many cultures. Students will then determine which culture has clothing that resembles the clothing we wear in the United States. Students will draw a picture and write sentences to describe the clothing. 2) Students will draw and write a sentence about the home they liked the most from this week's reading selection.		
Assessment	Students will use the week's texts to complete the prompt: How are people around the world alike and different?		
Standards	K.1, K.2, K.3, K.4 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.3 Compare family traditions and customs among different cultures. K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.		

Week 8: Culture			
Essential Question(s)	How are birthdays around the world alike and different? How are forms of transportation around the world alike and different? How are schools around the world alike and different?		
Texts	Required Texts: Birthdays in Many Cultures, Transportation in Many Cultures, Schools in Many Cultures <i>(Provided during the 2016-17 SY)</i> Supplemental Texts:		
Vocabulary	Celebration, piñata, continents, countries, transportation, monorail,		
Teacher Guided Text Specific & Text Dependent Questions	Birthdays in Many Cultures <ul style="list-style-type: none"> • What do people do on their birthdays? • What do children do on their birthday in Mexico? • Looking at the picture, what is a piñata and how do children play with it? • What does the girl in the United States do for her birthday? • What does a boy in Sweden do for his birthday? • What does a boy in South Africa do to celebrate his birthday? • What does the boy in England do on his birthday? • Where does the boy in Germany go for his birthday? • What do people do on their birthdays? • What is the girl in Mexico doing on her birthday? 	Transportation in Many Cultures <ul style="list-style-type: none"> • What does transportation help people do? • How do the girls in China get to school? • How do the boys in the United States get to school? • How do the girls in Japan get to school? • What do the girls in Cambodia do to get to school? • What type of school do the girls attend in Cambodia? • What do people in Australia ride for transportation? • Looking at the picture on page 15, describe a monorail. • How do travelers in Bolivia get to another country? • What does a boy in Canada ride? • What are the different forms of transportation used by people from around the world? 	Schools in Many Cultures <ul style="list-style-type: none"> • Looking at the picture on page 5, what type of class do you think students are in and why? • Who works at schools? • What do teacher do? • What do students learn in a school? • What is the girl doing on page 9? • Where do the students in Vietnam study? • What does a boy in Africa do while at school? • A class in France goes on a field trip. Based on the photo, where do you think the students are on their field trip and why do you think that? • How do students in Australia spend their lunch breaks? • What do you and your friends do during lunch time? • What does a girl in Africa do during recess? • What do you do during recess? • What are somethings you learn at school?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Using a t-chart, students will draw a picture and write about how they celebrate their birthday. On the other side of the t-chart, students will draw a picture and write about how others may celebrate their birthday in another country. Students will use this week's text to support their writing. 2) After reading Transportation in Many Cultures, the teacher and students will discuss the need for transportation. The teacher and students will create a graphic organizer to list the different reasons people use transportation. Students will then write sentences to detail why people use transportation.		
Assessment	Students will use the week's texts to complete the prompt: How do we celebrate different holidays in the United States		
Standards	K.1, K.2, K.3, K.4 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.3 Compare family traditions and customs among different cultures.		

	K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.
--	---------------------------------------------------------------------------------------------------------------------------

Weeks 9: Civic Ideals (C3 Teacher Inquiry Design Model Unit)	
Essential Question(s)	What does responsibility look like? What are my responsibilities at home and at school? What would happen if I weren't responsible?
Unit Texts and Resources	Image bank: Acting responsibly Teacher-located books on responsibility Image bank: Responsibility scenarios
Unit Overview	This inquiry is an exploration into the concept of responsibility, beginning within the home and then expanding to school and the community. In examining the idea that we all have important responsibilities, students should consider the question of what could happen if they choose to act irresponsibly. Through interaction with the formative performance tasks and featured sources, students build their knowledge and understanding such that they should be able to develop an argument that answers the compelling question "Why do I have to be responsible?" Online Access: Civic Ideals