

Kindergarten-The World Around Us: Quarter 1 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Title	Weekly Focus	Standards
Culture Government and Civics	Week 1: Staggered Entry	Students will describe familiar people, places, things, and events within a student's home, school, and community.	K.1
Government and Civics	Week 2: Studies Weekly-Week 12	Students will give examples of the following concepts: authority, fairness, responsibility, and rules. Student will also explain the purpose of rules.	K.11, K.16
Culture Government and Civics	Week 3: Studies Weekly-Week 13	Students will describe familiar people, places, things, and events within a student's home, school, and community. Students will Compare and contrast family traditions and customs, including: food, clothing, homes, and games. Students will give examples of the following concepts: authority, fairness, responsibility, and rules. Student will also explain the purpose of rules.	K.11, K.1, K.2
Geography	Week 4: Studies Weekly-Week 1	Students will use personal directions such as: up, down, near, far, left, right, in front of, and behind.	K.8
Geography	Week 5: Studies Weekly-Week 2	Students will explain what a map and globe represent.	K.9
Geography	Week 6: Studies Weekly-Week 3	Students will recognize and describe different types of jobs, including work done in the home, school, and community.	K.10
Economics	Week 7: Studies Weekly-Week 27	Students will distinguish between wants and needs. Students will also explain the benefits of saving money.	K. 3, K.4
Economics	Week 8: Studies We- Week 28	Students will identify and explain how basic human needs of food, clothing, shelter, and transportation are met. Students will also Explain the benefits of saving money and recognize and describe different types of jobs, including work done in the home, school, and community.	K.5, K.6, K.7
Economics	Week 9: Studies Weekly-Week 29	Students will identify and explain how basic human needs of food, clothing, shelter, and transportation are met. Students will also Explain the benefits of saving money and recognize and describe different types of jobs, including work done in the home, school, and community.	K.5, K.6, K.7

What Will Kindergarten Students Learn This Year?

Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies. Five disciplines of social studies will be addressed: culture, economics, geography, government and civics, and history.

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 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

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:

<u>Studies Weekly Resources (Found Under the General Resources Tab)</u>	<u>Expeditionary Learning: Protocols and Resources</u>
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-Staggered Entry Week: All About Me

Essential Question(s)	What are some things that make you special? What are some things you like and dislike?	
Standards	K. 1 Students will describe familiar people, places, things, and events within a student’s home, school, and community.	
Texts	I Like Me (Online) I Like Myself (Online)	
Vocabulary	Character, story,	
Teacher Guided Text Specific & Text Dependent Questions	<p>I Like Me</p> <ul style="list-style-type: none"> • A character is the person or thing in the story. What type of animal is the main character? • Who is the character’s best friend? • What are some things the character does? • What does the character do when she wakes up in the morning? • What does she do when she feels bad? • What does she do when she falls down? • What does the character like about herself? 	<p>I Like Myself</p> <ul style="list-style-type: none"> • Who would the character rather be? • What does the character want to be? • What are some of the different the character mentioned in the story that would not change his mind about him liking himself? • Why does the character like himself?
Suggested Protocols and Resources	Turn and Talk Protocol	Turn and Talk Protocol
Extension Activities	<ol style="list-style-type: none"> 1. Students will draw a self-portrait using a template and label the self-portrait with their name or the words: I Like Myself. 2. After viewing or listening to the teacher read aloud the story I like Myself, the teacher will create an anchor chart or list of things, with drawings, that students like about themselves. The teacher will then provide students with a sentence stem “I like my _____.” Students will trace or copy the sentence stem and fill in the blank using a picture or word from the class created anchor chart or list. 	
Additional Topic Specific Resources	All About Me Book: Printables	
Assessment	Students will cut and paste to categorize things they like and dislike using a t-chart and cut outs of different objects and items.	

Week 2: Taking Turns (Studies Weekly Text-Week 12)

Essential Question(s)	How can we practice fairness? Why do we need rules? Why do people have responsibilities?	
Standard(s)	K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.	
Texts	Tennessee Kindergarten Studies Weekly-The World Around US	
Vocabulary	Authority, fairness, rules, responsibilities	
Teacher Guided Text Specific & Text Dependent Questions	<p>Taking Turns</p> <ul style="list-style-type: none"> • What does it mean to take turns? • What are some examples of taking turns? <p>Wait Your Turn</p> <ul style="list-style-type: none"> • How did Rev show that he was responsible? • What does it mean to wait your turn? • Why is waiting your turn important? <p>Be Fair in Line</p> <ul style="list-style-type: none"> • What does it mean to be unfair? • How did some students act unfairly in the line? • What happened when students were unfair in line? 	<p>Be Responsible</p> <ul style="list-style-type: none"> • What does it mean to be responsible? <p>Who Makes Rules?</p> <ul style="list-style-type: none"> • What are rules? • Who makes rule in classrooms? • Who makes rules at home? • Why is it important to follow rules?
Suggested Protocols and Resources	Back to Back, Face to Face	Think, Pair, Share
Extension Activities	<ol style="list-style-type: none"> 1) Students will identify students being fair while waiting in line. 2) Students will draw a picture of themselves taking turns. In one picture they will be having a turn and in another picture they will show a friend getting a turn. 	
Additional Topic Specific Resources	It's My Turn: Story Read Aloud	
Assessment	Students will identify acts of fairness by circling pictures of students cooperating.	

Week 3: Work, Then Play (Studies Weekly Week 13)

Essential Question(s)		What makes a person a good citizen? How can people show fairness?		
Standards		K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.		
Texts		Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary		Lesson, homework, chores, rules, fair, responsible, authority		
Teacher Guided Text Specific & Text Dependent Questions		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Learning a Lesson</p> <ul style="list-style-type: none"> • What must Revere do? • Why was Revere’s mom mad? • What is a rule Revere as to follow? <p>Be Responsible</p> <ul style="list-style-type: none"> • Why should people follow rules? • What must Revere do after school? • What can Revere do after he has don’t what his mom want him to do? </td> <td style="width: 50%; vertical-align: top;"> <p>Is it Fair?</p> <ul style="list-style-type: none"> • What rules did Revere think of as unfair? • What does fair mean? • Why are rues important? <p>You are Responsible</p> <ul style="list-style-type: none"> • What does it mean to be responsible? • What are some things you are responsible for at home? • What are some things you are responsible for at school? </td> </tr> </table>	<p>Learning a Lesson</p> <ul style="list-style-type: none"> • What must Revere do? • Why was Revere’s mom mad? • What is a rule Revere as to follow? <p>Be Responsible</p> <ul style="list-style-type: none"> • Why should people follow rules? • What must Revere do after school? • What can Revere do after he has don’t what his mom want him to do? 	<p>Is it Fair?</p> <ul style="list-style-type: none"> • What rules did Revere think of as unfair? • What does fair mean? • Why are rues important? <p>You are Responsible</p> <ul style="list-style-type: none"> • What does it mean to be responsible? • What are some things you are responsible for at home? • What are some things you are responsible for at school?
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Extension Activities		<p>1) The teacher will complete an anchor chart or t-chart of responsible acts and irresponsible acts as dictated by the students.</p> <p>2) The teacher will allow students to work in pairs or groups to act out roles of being fair and being unfair. Students will then explain their acting scenario.</p>		
Additional Topic Specific Resources		Video: Understand the Basic School Rules		
Assessment		Students will circle pictures of students being fair and responsible.		

Week 4: Cage Makeover (Studies Weekly-Week 1)

Essential Question(s)	What are directions? How do directions help us every day? How are near and far different? How can you determine if something is in the front or back? How are near and far different? How can you determine if something is in the front or back?		
Standards	K.08 Use personal directions such as: up, down, near, far, left, right, in front of, and behind.		
Texts	Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary	Direction, near, far, left, right, front, behind, up down		
Teacher Guided Text Specific & Text Dependent Questions	<p>Directions</p> <ul style="list-style-type: none"> • How do we know which way to go? • What are some direction words? <p>Near and Far: Puppets Teach Near and Far</p> <ul style="list-style-type: none"> • After watching the video for the first time, replay the video and ask students to tell you if characters are near or far from each other in the video. 	<p>In Front of, Behind, Between</p> <ul style="list-style-type: none"> • After watching the video for the first time, teacher the in front of, behind, and between gestures to the students. • Replay the video and ask students to sing along and do the gestures to determine if the animals and other objects mentioned are in front of, behind, or between other objects. 	<p>Left and Right Robot</p> <ul style="list-style-type: none"> • After watching the video for the first time, replay the video and ask students to follow the directions and move their right and left hands, feet, and ears when prompted.
Suggested Protocols and Resources	Back to Back, Face to Face	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	<ul style="list-style-type: none"> • After learning about near and far, students identify objects in the classroom that are near them and objects that are far from them. The teacher will call on students individually. • After learning about in front of and behind, the teacher will put a chair or large object in the middle of the carpet or classroom and call on students individually to stand in front of the object or behind the object to demonstrate their understanding of in front of or behind. • After learning about left and right, students will practice recognizing left from right with "Left and Right Animals" printable activity sheet. Students will color the animal either on the left or on the right based on the instructions. 		
Additional Topic Specific Resources	All Directional Words: Here We Go: Directions Song-Video , Directional Words Activity Sheet Left and Right: Left and Right Activity Sheet , Right, Left Between Activity Sheet		
Assessment	Students will complete an activity sheet to demonstrate their understanding left and right , in front of and behind , and near and far.		

Week 5: Maps and Globes (Studies Weekly-Week 2)

Essential Question(s)	What is a map and how is it used? What is a globe and how is it used? How are maps and globe alike? How do maps and globes differ?	
Standards	K.08 Use personal directions such as: up, down, near, far, left, right, in front of, and behind. K.09 Explain what a map and globe represent.	
Texts	Tennessee Kindergarten Studies Weekly-The World Around US	
Vocabulary	Map, globe, compass rose, direction, city, town, state, country	
Teacher Guided Text Specific & Text Dependent Questions	<p>Maps and Globes</p> <ul style="list-style-type: none"> • What is a map? • What does a map show? • What do globes show us? <p>What is a Map?</p> <ul style="list-style-type: none"> • How can maps be helpful to people? • What are some places maps can help people find in their community? 	<p>Globes</p> <ul style="list-style-type: none"> • What do globes show people? • What is a globe a model of? • What color may water be on a globe? • What color may land be on globe?
Suggested Protocols and Resources	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	The teacher will show the students the different maps and ask students what the maps show. (Map of USA , Classroom Map , Park Map , Neighborhood Map) Students will then create a map of their classroom using The teacher will scribe as students dictate the comparison of maps and globes while completing a large Venn Diagram. Students will then fill in the blank of complete sentence stems about globes or maps . A globe _____. A map _____. Student	
Additional Topic Specific Resources	Map Activity Sheet: Reading A Map Maps and Globes Lesson: Inquiry Design Model	
Assessment	Students will circle pictures of maps and pictures of globes.	

Week 6: What's Your Address (Studies Weekly-Week 3)

Essential Question(s)	What is your address?	
Standards	K.10 Recall the student's and/or school's street address, city/town, and state	
Texts	Tennessee Kindergarten Studies Weekly-The World Around US	
Vocabulary	Address, home, school, state, city, country, number, sign	
Teacher Guided Text Specific & Text Dependent Questions	<p>Your School Address</p> <ul style="list-style-type: none"> • What is the name of our school? • What name of the street our school is on? <p>Your Address</p> <ul style="list-style-type: none"> • Why do you need to know your address? • Should you share your address with strangers? 	<p>Our City</p> <ul style="list-style-type: none"> • What is the name of the state we live in? • What city do we live in? • What are some cities in Tennessee? • What cities are near the city we live in? • What cities are far from the city we live in? <p>50 States</p> <ul style="list-style-type: none"> • How many states are in our country? • What is the name of your country? • What state do we live in?
Suggested Protocols and Resources	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will verbally share their addresses with shoulder partners or table mates. The teacher will distribute index cards or strips of paper with students' addresses. Students will then write their addresses on an activity sheet and, if needed, reference to the index cards or strips of paper to assist them in writing their address. 2) As the teacher models how to locate the city of Memphis on a map of Tennessee, students will mark and label Memphis on a blank of Tennessee. Students will also label the state of Tennessee. 3) Students will practice telling their peers their address and or school address including the city and state. 	
Additional Topic Specific Resources	Learning You Address and Phone Number Article	
Assessment	Students will recite their address or the school's address including city and state.	

Week 7: Wants and Needs (Studies Weekly-Week 27)

Essential Question(s)	How do needs and wants differ? What are some examples of needs? What are some examples of wants?	
Standards	K.03 Distinguish between wants and needs.	
Texts	Tennessee Kindergarten Studies Weekly-The World Around US Needs and Wants by Jordan Fujioka (Online Read Aloud)	
Vocabulary	Needs, wants, farm, earn, money, picture, transportation	
Teacher Guided Text Specific & Text Dependent Questions	<p>Wants and Needs</p> <ul style="list-style-type: none"> • What is a need? • What is a want? 	<p>Needs and Wants (Projected Read Aloud Text)</p> <ul style="list-style-type: none"> • What are some things we all need? • What types of things do we want? • What kinds of things do you want? • Do you really need those things?
Suggested Protocols and Resources	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	<ol style="list-style-type: none"> 1) After listening, reading, and learning about needs and wants, the teacher will provide each group of students with a poster or a piece of chart paper that has a needs and wants T-Chart. Each group will use magazines or newspapers to cut out different objects that represent needs and wants. Students will then categorize the pictures and paste the pictures under the needs column or the wants column of the T-chart. 2) As the teacher reads aloud the different items and objects on the needs and wants activity sheet, students will label each item as a need or want by writing the words need and want or by writing "W" for the wants and "N" for the needs. 3) The teacher will post various pictures around the rooms and students will do a gallery walk and use post-it notes to label the pictures as needs or wants. 	
Additional Topic Specific Resources	Needs and Wants Packet Needs and Wants Lesson: Inquiry Design Model	
Assessment	Students will categorize needs and wants from given pictures.	

Week 8: We Need Food and Clothing (Studies Weekly-Week 28)

Essential Question(s)	What are some things people can do to meet their food and clothing needs?		
Standards	K.03 Distinguish between wants and needs. K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.		
Texts	Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary	Boxes, food, clothing, shelter survive, earn		
Teacher Guided Text Specific & Text Dependent Questions	<p>We Need Food and Clothing</p> <ul style="list-style-type: none"> • What is a need? • Is a toy a need? • Is an apple a need? • What are four things each person needs? 	<p>Revere’s Class Helps/ Help Others</p> <ul style="list-style-type: none"> • Why is it important to have access to food and water? • Is clothing a need? • In Revere’s story, his class has a food drive. What is a food drive? • What are four things each person needs? 	<p>What is a Need</p> <ul style="list-style-type: none"> • What is one thing that each person needs? • Tell us about a time you got something you needed.
Suggested Protocols and Resources	Talk and Turn	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	Students will cut and paste to categorize needs and wants on a train using a template .		
Additional Topic Specific Resources	Needs and Wants Song/Video		
Assessment	Students will label pictures N for need or W for want. Students who can write the words in their entirety should be encouraged to do so.		

Week 9: Survival Skills (Studies Weekly-Week 29)

Essential Question(s)	What are some things people can do to meet their shelter and transportation needs?		
Standards	K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.		
Texts	Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary	Need, want, camping		
Teacher Guided Text Specific & Text Dependent Questions	<p>Rev Goes Camping</p> <ul style="list-style-type: none"> • What does camping mean? • Have you ever been camping? If so, what did you do while camping? • Why is Rev going camping? 	<p>What Rev Needs and We Need to Drink Water</p> <ul style="list-style-type: none"> • What makes you thirsty? • What can happen if you do not eat enough food or drink enough water? • What should Rev pack in his car for camping? <p>Staying Warm and Home for the Campout</p> <ul style="list-style-type: none"> • What can happen to Rev if he does not pack the proper clothing? • What is a tent? 	<p>Just Shopping with Mom Read Aloud</p> <ul style="list-style-type: none"> • Where did the characters go first in the story? • What did the little sister do to the red plum? • What are some things the littler sister wanted? • Where did the brother find the little sister? • What happened when they walked pass the books? • What did mom do before taking the food to the car? • What did mother say sister need? • What did the mother do before taking the children to the ice cream shop?
Suggested Protocols and Resources	Talk and Turn	Think, Pair, Share	Back to Back, Face to Face
Extension Activities	1) Students will pack for a trip to Grandma’s and only cut and paste the items needed. (Day 1 Attachment) 2) The teacher and students will create an anchor chart titled “Who Helps Us Meet Our Needs?” 3) The teacher will show a variety of “needs” picture cards and ask students to describe how people attain those needs.		
Additional Topic Specific Resources	All I Really Need Song Lyrics My Money-Needs Verses Wants Game		
Assessment	Students will explain how needs are met and who helps them meet their needs.		