

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

Topic	Week and Weekly Text Title	Weekly Focus	Standards
<b>Culture</b>	Week 1: Studies Weekly Week 23	Students will compare and contrast how families live, eat, play, and dress.	K.01
<b>Culture</b>	Week 2: Studies Weekly Week 24	Students will compare traditional Latino birthday celebrations with Americans birthday celebrations by looking at customs, foods, games, and songs.	K.02
<b>Culture</b>	Week 3: Studies Weekly Week 25	Students will learn about the food, music, games and customs of Chickasaw American Indians?	K.03
<b>Culture: Africa in April</b>	Week 4: Africa in April	Students will learn about the food, music, games and customs of the people of Botswana located in Southern Africa.	K.02
<b>Culture</b>	Week 5: Studies Weekly Week 26	Students will learn about the cultural celebrations of Asian New Year and look at the food, customs, and art involved?	K.04
<b>Economics</b>	Week 6: Studies Weekly Week 30	Students will study reasons for saving money. They will read about the bank as a safe place to save money.	K.005
<b>Economics</b>	Week 7: Studies Weekly Week 31	Students will learn about types of jobs at home, in school, an in the community. They will determine what workers need in order to work.	K.06
<b>Economics</b>	Week 8: Studies Weekly Week 32	Students will learn how Money can be used to purchase goods and services.	K.07
<b>Culture: Memphis in May</b>	Week 9: Memphis in May	Students will learn about the food, music, games and customs of the people of Ghana located in West Africa.	K.02

## Kindergarten-The World Around Us: Quarter 4 Curriculum Map Introduction

### 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](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

### 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

### Week 1-When's Your Birthday? (Studies Weekly-Week 23)

<b>Essential Question(s)</b>	How do different families live?	
<b>Standards</b>	K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.	
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US	
<b>Vocabulary</b>	Traditions, family, culture	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Family Traditions</b></p> <ul style="list-style-type: none"> <li>• How are families alike?</li> <li>• How are families different?</li> </ul> <p><b>Family Homes /Clothing</b></p> <ul style="list-style-type: none"> <li>• What type of home do you live in?</li> <li>• What type of clothing do you wear?</li> <li>• Have you ever seen anyone wearing something you think is different?</li> </ul>	<p><b>Food / Games</b></p> <ul style="list-style-type: none"> <li>• What types of breads have you eaten or seen?</li> <li>• Was the game we played very different or a little bit the same as games we usually play?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Pinky Partners</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1. The teacher and student will work together to create a t-chart of families are alike and different using examples from the text.</li> <li>2. After reading the Foods text, students will view a <a href="#">PowerPoint of Breads Around the World</a>. Students will have discussion and give their opinions of the breads after the teacher shared details about the breads. The class will then compare and contrast breads from the PowerPoint to types of breads they eat using a large class-size Venn diagram.</li> <li>3. After listening to the <a href="#">All Kinds of Homes: Book Read-Aloud</a>, students will make a thinking map of different homes people can live in using a <a href="#">bubble map</a>.</li> </ol>	
<b>Additional Topic Specific Resources</b>	<a href="#">All Kinds of Homes: Book Read-Aloud</a>	
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 23</a>	

Week 2: Piñata Party (Studies Weekly Text-Week 24)			
<b>Essential Question(s)</b>	What are traditions?		
<b>Standard(s)</b>	K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Tradition, family, custom, birthday, piñata		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="1"> <tr> <td> <p><b>Piñata Party!</b></p> <ul style="list-style-type: none"> <li>• What is a piñata party?</li> <li>• What is your favorite birthday tradition?</li> <li>• What else do you do to celebrate your birthday</li> </ul> </td> <td> <p><b>Birthday Games   A Fun Game</b></p> <ul style="list-style-type: none"> <li>• What game do you play on your birthday?</li> <li>• What do you do at your birthday party in addition to playing games?</li> <li>• What is your favorite game?</li> </ul> <p><b>Birthday Traditions   Birthday Songs</b></p> <ul style="list-style-type: none"> <li>• What type of cake do you usually eat on your birthday?</li> <li>• Which birthday song do you typically sing on your birthday?</li> </ul> </td> </tr> </table>	<p><b>Piñata Party!</b></p> <ul style="list-style-type: none"> <li>• What is a piñata party?</li> <li>• What is your favorite birthday tradition?</li> <li>• What else do you do to celebrate your birthday</li> </ul>	<p><b>Birthday Games   A Fun Game</b></p> <ul style="list-style-type: none"> <li>• What game do you play on your birthday?</li> <li>• What do you do at your birthday party in addition to playing games?</li> <li>• What is your favorite game?</li> </ul> <p><b>Birthday Traditions   Birthday Songs</b></p> <ul style="list-style-type: none"> <li>• What type of cake do you usually eat on your birthday?</li> <li>• Which birthday song do you typically sing on your birthday?</li> </ul>
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<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will use the <a href="#">bubble map template</a> to detail how people may celebrate their birthdays.</li> <li>2) Students will use the <a href="#">write and draw template</a> to draw a picture and describe what happens at their birthday party.</li> <li>3) The teacher and students will create a large anchor chart or Venn diagram to compare and contrast the ways some people in North America celebrate their birthdays and how some people in South America celebrate their birthdays.</li> </ol>		
<b>Additional Topic Specific Resources</b>	<a href="#">It's Tradition Song: Video</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 24</a>		

**Week 3: Chickasaw Culture (Studies Weekly-Week 25)**

<b>Essential Question(s)</b>	How was life for the Chickasaw similar and different to our lives today?		
<b>Standards</b>	K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Field trip, Americans Indian, Reservation, Chickasaw, government, Canada, lacrosse, stickball		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Chickasaw Culture</b></p> <ul style="list-style-type: none"> <li>• Why is Revere going to a Chickasaw reservation?</li> <li>• Why do you think our government moved the Chickasaw from their villages to a reservation in Oklahoma?</li> </ul>	<p><b>Meet the Chickasaw   Clothing</b></p> <ul style="list-style-type: none"> <li>• How is a Chickasaw home from long ago different from homes today?</li> <li>• How do clothes today differ from what kids wore long ago?</li> </ul>	<p><b>Fun and Games   Music</b></p> <ul style="list-style-type: none"> <li>• What was the Chickasaw's favorite game?</li> <li>• How did they design their villages with stickball in mind?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>
<b>Extension Activities</b>	<p>1) After reading and learning about the Chickasaw Indians, students will use the <a href="#">bubble map template</a> to detail various things about the Chickasaw Indians' culture.</p> <p>2) Using the <a href="#">Chickasaw Indian Tribe</a> activity sheet, students will color the pictures that belong with the Chickasaw tribe.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">What Do You Wear: Activity Sheet</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 25</a>		

### Week 4: Botswana (Africa in April)

<b>Essential Question(s)</b>	How is the way of life for the people of Botswana?		
<b>Standards</b>	K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Flag, country, continent, Africa, cuisine		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Botswana</b></p> <ul style="list-style-type: none"> <li>• When did Botswana gain its independence?</li> <li>• Where is Botswana located?</li> <li>• What plants and animals can be found in Botswana?</li> </ul>	<p><b>Botswana Animals</b></p> <ul style="list-style-type: none"> <li>• What animals can be found in Botswana?</li> <li>• Which animals travel in groups?</li> <li>• Which animals fly?</li> </ul>	<p><b>Botswana Cuisine</b></p> <ul style="list-style-type: none"> <li>• What types of foods do people of Botswana eat?</li> <li>• What foods eaten in Botswana are similar to foods we eat in the United States of America?</li> <li>• What foods eaten in Botswana are different from foods you eat at home?</li> <li>• Which dish from the PowerPoint would you like to try and why?</li> <li>• Which dish from the PowerPoint would you not like to try and why?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete a <a href="#">bubble map</a> to list different details about Botswana.</p> <p>2) Students will use the <a href="#">Botswana Coloring Sheet</a> color the Botswana flag and write sentences to describe the flag. Sentence stem examples: The flag is _____. The flag is the shape of a _____.</p>		
<b>Additional Topic Specific Resources</b>	<p><a href="#">Elephants in Botswana: Video</a></p> <p><a href="#">All About Botswana: Read Aloud Text</a></p>		
<b>Assessment</b>	Students will draw a picture and write sentences to describe things that can be found in Botswana using the <a href="#">Write and Draw Template</a> .		

**Week 5: An Asian Celebration (Studies Weekly-Week 26)**

<b>Essential Question(s)</b>	What is Asian New Year? How and why do Asian families celebrate it?		
<b>Standards</b>	K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Lucky, Asian New Year, dumpling, dragon, lantern		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Chinese New Year: Let's Celebrate!</b></p> <ul style="list-style-type: none"> <li>• What do you think Asian New Year might be?</li> <li>• What color brings luck?</li> </ul>	<p><b>An Asian Celebration   Chinese New Year   Foods</b></p> <ul style="list-style-type: none"> <li>• What foods might bring good luck?</li> <li>• Has anyone ever had a dumpling?</li> <li>• How would you describe it?</li> </ul> <p>If you were in a dragon parade, what part of the dragon would you want to be?</p>	<p><b>The Festival of Lanterns   Who is Harry Harris, Jr.?</b></p> <ul style="list-style-type: none"> <li>• What is a lantern?</li> <li>• What is a way to wish people luck during the Asian New Year?</li> <li>• What different shapes do people bring to the Festival of Lanterns?</li> <li>• Who is Harry Harris, Jr.?</li> <li>• Where is Harry from?</li> <li>• Where did Harry grow up as a kid?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>	
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) The class will make a large Venn diagram to compare the how people celebrate the Asian New Year to the how students celebrate the American New Year?</li> <li>2) Using the <a href="#">Happy New Year activity sheet</a>, students will circle pictures that are related to the way Asian New Year is celebrated.</li> <li>3) Using the <a href="#">New Year's Feast activity sheet</a>, students will cut and pastes or draw lucky foods people eat for Asian/Chinese New Year.</li> </ol>		
<b>Additional Topic Specific Resources</b>	<a href="#">Celebrating Chinese New Year - Let's Celebrate: Video</a>		
<b>Assessment</b>	<a href="#">Students Weekly Assessment: Week 26</a>		



**Week 6: Saving Money (Studies Weekly-Week 30)**

<b>Essential Question(s)</b>	Why is it important to save money?		
<b>Standards</b>	K.05 Explain the benefits of saving money.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Needs, wants, money, bank, save		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Saving Money</b></p> <ul style="list-style-type: none"> <li>• What could you do to make money?</li> <li>• If you had extra money, what would you like to buy?</li> <li>• Where do you save your money?</li> </ul>	<p><b>Spend Money Carefully   Banks</b></p> <ul style="list-style-type: none"> <li>• What can Rev do to save money in addition to helping around the house?</li> <li>• What would you do to earn money?</li> </ul>	<p><b>Not Enough Money   Save Your Money</b></p> <ul style="list-style-type: none"> <li>• Where do you save your money?</li> <li>• What is a bank?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Back to Back, Face to Face</a>
<b>Extension Activities</b>	<p>1) Using the <a href="#">Saving and Spending Money activity sheet</a>, students will circle ways people can make money as well as draw something they would like to save their money to buy.</p> <p>2) Using the <a href="#">Money Words activity sheet</a>, students will choose the correct letters from the boxes provided to complete the money words. Students will write the correct letter or letters in each blank.</p> <p>3) After watching <a href="#">Schoolhouse Rock: 7.50 Once a Week</a>, students will explain how the character spends his allowance and what he will do to get more money?</p>		
<b>Additional Topic Specific Resources</b>	<p><a href="#">The Hen Who Wanted To Be Pink: Story/Video</a>  <a href="#">Cha-Ching: Earn, Save, Spend and Donate: Video/Song</a></p>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 30</a>		

**Week 7: Off to Work We Go (Studies Weekly-Week 31)**

<b>Essential Question(s)</b>	What are the different jobs people do in your neighborhood?		
<b>Standards</b>	K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Job, chore, neighborhood		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Off to Work We Go!</b></p> <ul style="list-style-type: none"> <li>• What makes up a community?</li> <li>• Describe the places you might go if you were exploring your neighborhood.</li> <li>• What makes your community your home?</li> </ul>	<p><b>Workers Around Us   More Workers</b></p> <ul style="list-style-type: none"> <li>• What workers would you see in your community?</li> <li>• What places do you like to go to in your neighborhood?</li> <li>• Are there any neighborhood places where no one has to work?</li> </ul>	<p><b>Getting Paid to Work   Working at School</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a job and a chore?</li> <li>• How are jobs and chores similar?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Pinky Partners</a>
<b>Extension Activities</b>	<p>1) With students' assistance, the teacher will create an anchor chart of community helpers and their roles. Students will then create a bubble map to list community helpers. Students will also write a sentence at the bottom of their bubble map to tell what a community helper does. <i>Sentence Stem Example:</i> A community helper _____.</p> <p>2) Using the <a href="#">Jobs in My Community activity sheet</a>, students will draw lines from job names to pictures of community helpers.</p> <p>3) Students will color and cut out a community helper and write to describe the role of the community helper. Students may choose for community helpers <a href="#">1</a>, <a href="#">2</a>, or <a href="#">3</a>.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">Community Helpers for Kids: Video</a> <a href="#">Rhyme Time: Activity Sheet</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 31</a>		

### Week 8: Buying Power (Studies Weekly-Week 32)

<b>Essential Question(s)</b>	What do people use money for?		
<b>Standards</b>	K.07 Give examples of how people use money to make purchases.		
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Money, goods, services, coins		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>United States Money</b> <ul style="list-style-type: none"> <li>• What is money?</li> <li>• Name types of money.</li> </ul>	<b>Money   Buying Goods and Services</b> <ul style="list-style-type: none"> <li>• What items would you sell in your school store?</li> <li>• Why would you sell those items?</li> </ul>	<b>Buying / Look Carefully</b> <ul style="list-style-type: none"> <li>• How do people use money?</li> <li>• What goods do you use every day?</li> <li>• What services do you use every day?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Pinky Partners</a>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Pinky Partners</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Using the <a href="#">Goods and Services activity sheet</a>, students will cut and paste picture to categorized if the pictures display a good or a service.</li> <li>2) The teachers and students will make a list of how people use money to make purchases. <i>Examples: Giving money to the cashier at the grocery store, giving money to the driver of the ice cream truck, giving money to the cashier at the shopping mall, etc.</i></li> <li>3) Students will use the <a href="#">Write and Draw template</a> to draw a picture of a person spending money/ making a purchase and to write sentences to describe or explain their drawing.</li> <li>4) Students will complete the <a href="#">Matching Coins activity sheet</a> to match coins with their names.</li> </ol>		
<b>Additional Topic Specific Resources</b>	<a href="#">The Money Song: Video</a>		
<b>Assessment</b>	Studies Weekly Assessment: Week		

**Week 9: Ghana (Memphis in May)**

<b>Essential Question(s)</b>	How is the way of life for people in Ghana?
<b>Standards</b>	K.01 Describe familiar people, places, things, and events within a student's home, school, and community.
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US
<b>Vocabulary</b>	Country, continent, Africa, tradition, customs
<b>Text and Activities</b>	<a href="#">Memphis in May Curriculum: Ghana</a>
<b>Assessment</b>	Students will draw pictures write sentences to describe life in Ghana.