

# Grade K Social Studies (Master)

*Authors: Emily DuChene & Megan Huggins*

September 2020

| Content   | Skills   | Learning Targets  | Standards   | Assessment  | Resources & Technology  |
|---|--|---|---|---|---|
| <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT IS A FAMILY?</b></li> <li>● <b>HOW CAN PEOPLE GET ALONG?</b></li> <li>● <b>WHAT MAKES A COMMUNITY SPECIAL?</b></li> <li>● <b>WHAT JOBS DO PEOPLE HAVE?</b></li> <li>● <b>WHAT IS OUR WORLD LIKE?</b></li> <li>● <b>HOW IS OUR COUNTRY SPECIAL?</b></li> </ul> | <p><b>Families</b></p> <p><b>A1.</b> Identify ways that people and families work together at home and school.</p> <p><b>A2.</b> Identify school rules.</p> | <p><b>Families</b></p> <p><b>LT1.</b> I can tell ways people work together.</p> <p><b>LT2.</b> I can follow school rules.</p> | <p><b>Families</b></p> <p>Citizenship &amp; Government (LT 2)<br/>0.1.1.1.1</p> <p>Citizenship &amp; Government (LT3)<br/>0.1.4.7.1</p> | <p><b>Families</b></p> <p><b>(LT1 A1)</b><br/><b>CSA=</b> Constitution Day- Work together as a class to create school rules.</p> <p><b>(LT2 A2)</b><br/><b>CFA=</b> Teacher observation of students following school rules. (Ex. line basics, body basics, give me 5, etc.)</p> | <p><b>Families</b></p> <p>Scott Foresman 2011 Edition Social Studies: Here We Go Unit 1 Lesson 1-7<br/>Unit 6 Lesson 1-7<br/>Character Counts picture books</p> <p><b>VOCABULARY:</b><br/>Family<br/>Celebrate<br/>City/ Country<br/>Then/Now<br/>Respect<br/>Traditions<br/>Cooperate<br/>Chores<br/>Friend<br/>Leader</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in one day.</p> |

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| <p><i>UEQ Unit 1 and Unit 6:</i></p> <ul style="list-style-type: none"> <li>● <i>Who is in a family?</i></li> <li>● <i>How do families get along?</i></li> <li>● <i>How do rules help us at school and at home?</i></li> </ul> <p><b>A. Families</b></p> <ol style="list-style-type: none"> <li>1. Family Members</li> <li>2. Getting Along</li> <li>3. Rules</li> <li>4. Then and Now</li> <li><b>5. Family Celebrations</b></li> </ol> |        |                  |           |            | <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>When the Relatives Came (GR-Nov)</i><br/> <i>Recess Queen (GR-August/Sept)</i><br/> <i>Stand Tall Molly Lou Melon (GR-August/Sept)</i><br/> <i>Turkey Trouble (GR-Nov)</i><br/> <i>How Full is Your Bucket?</i><br/> <i>Only One You</i></p> <p><b>OPTIONAL ACTIVITIES:</b></p> <p>Star Student<br/>           All About Me class book<br/>           Blackline Masters Unit 1; pages 1-9<br/>           Blackline Masters Unit 6; pages 54-62<br/>           Brainpopjr.com<br/>           School Friends</p> |

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| <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT IS A FAMILY?</b></li> <li>● <b>HOW CAN PEOPLE GET ALONG?</b></li> <li>● <b>WHAT MAKES A COMMUNITY SPECIAL?</b></li> <li>● <b>WHAT JOBS DO PEOPLE HAVE?</b></li> <li>● <b>WHAT IS OUR WORLD LIKE?</b></li> <li>● <b>HOW IS OUR COUNTRY SPECIAL?</b></li> </ul> | <p><b>Families</b></p> <p><b>A1.</b> Identify ways that people and families work together at home and school.</p> <p><b>A2.</b> Identify school rules.</p> | <p><b>Families</b></p> <p><b>LT1.</b> I can tell ways people work together.</p> <p><b>LT2.</b> I can follow school rules.</p> | <p><b>Families</b></p> <p>Citizenship &amp; Government (LT 2)<br/>0.1.1.1.1</p> <p>Citizenship &amp; Government (LT3)<br/>0.1.4.7.1</p> | <p><b>Families</b></p> <p><b>(LT1 A1)</b><br/><b>CSA=</b> Constitution Day- Work together as a class to create school rules.</p> <p><b>(LT2 A2)</b><br/><b>CFA=</b> Teacher observation of students following school rules. (Ex. line basics, body basics, give me 5, etc.</p> | <p><b>Families</b></p> <p>Scott Foresman 2011 Edition Social Studies: Here We Go Unit 1 Lesson 1-7<br/>Unit 6 Lesson 1-7<br/>Character Counts picture books</p> <p><b>VOCABULARY:</b><br/>Family<br/>Celebrate<br/>City/ Country<br/>Then/Now<br/>Respect<br/>Traditions<br/>Cooperate<br/>Chores<br/>Friend<br/>Leader</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in one day.</p> |

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|---|--------|------------------|-----------|------------|---|
| <p><i>UEQ Unit 1 and Unit 6:</i></p> <ul style="list-style-type: none"> <li>● <i>Who is in a family?</i></li> <li>● <i>How do families get along?</i></li> <li>● <i>How do rules help us at school and at home?</i></li> </ul> <p><b>A. Families</b></p> <ol style="list-style-type: none"> <li>1. Family Members</li> <li>2. Getting Along</li> <li>3. Rules</li> <li>4. Then and Now</li> <li>5. Family Celebrations</li> </ol> |        |                  |           |            | <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>When the Relatives Came (GR-Nov)</i><br/> <i>Recess Queen (GR-August/Sept)</i><br/> <i>Stand Tall Molly Lou Melon (GR-August/Sept)</i><br/> <i>Turkey Trouble (GR-Nov)</i><br/> <i>How Full is Your Bucket?</i><br/> <i>Only One You</i></p> <p><b>OPTIONAL ACTIVITIES:</b></p> <p>Star Student<br/>           All About Me class book<br/>           Blackline Masters Unit 1; pages 1-9<br/>           Blackline Masters Unit 6; pages 54-62<br/>           Brainpopjr.com<br/>           School Friends</p> |

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|--|--|---|---|---|---|
| <p><i>UEQ: Unit 2</i></p> <ul style="list-style-type: none"> <li>● <i>What is a neighborhood?</i></li> <li>● <i>What does a map show?</i></li> <li>● <i>Who helps out in a community?</i></li> <li>● <i>How does your community celebrate?</i></li> </ul> <p><b>A. Communities</b></p> <ol style="list-style-type: none"> <li>1. Neighborhoods &amp; Community Helpers</li> <li>2. Maps/ Signs</li> <li>3. Rules</li> <li>4. Celebrations</li> </ol> | <p><b>Communities</b></p> <p><b>A1.</b> Identify different types of maps, symbols and signs.</p> <p><b>A2.</b> Demonstrate being a good citizen by following rules and laws.</p> <p><b>A3.</b> Identify holidays and celebrations.</p> | <p><b>Communities</b></p> <p><b>LT1.</b> I can identify different maps and symbols.</p> <p><b>LT2.</b> I can follow school rules.</p> <p><b>LT3.</b> I can name a family celebration.</p> | <p><b>Communities</b></p> <p>Geography (LT1)<br/>0.3.1.1.2</p> <p>Citizenship &amp; Government (LT2)<br/>0.1.4.7.1</p> <p>History (LT3)<br/>0.4.2.4.1</p> | <p><b>Communities</b></p> <p><b>(LT3 A3)</b><br/><b>CSA=</b> Student draws a picture of a family celebration on paper or in student notebooks/journals (ex. birthday, Thanksgiving, Fourth of July, etc.)</p> <p><b>(LT3 A3)</b><br/><b>CFA=</b> Observation of student participation in “Holidays Around the World” activities</p> | <p><b>Communities</b></p> <p>Scott Foresman 2011 Social Studies Here We Go Unit 2 Our Big Book of Communities Lessons 1-7 Arthur’s Perfect Christmas DVD Holidays Around the World picture books Character Counts picture books</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY:</b><br/>Neighborhood<br/>Community<br/>Citizen<br/>Rules<br/>Kwanzaa (kinara, mkeka)<br/>Christmas<br/>Hanukkah (dreidel, menorah)</p> |

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|---------|--------|------------------|-----------|------------|---|
|         |        |                  |           |            | <p>Los Posadas (poinsettia)<br/>Additional holidays/celebrations/traditions</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in a day.</p> <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 2 Big Book by the end of December.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>When the Relatives Came</i> (GR-November)<br/><i>Turkey Trouble</i> (GR-November)</p> <p><b>OPTIONAL ACTIVITIES:</b><br/>Character Counts -<br/>Citizenship activities</p> |

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|---------|--------|------------------|-----------|------------|---|
|         |        |                  |           |            | Workbook blackline masters Unit 2 pages 10-18<br><br>Brainpopjr.com videos- Social Studies Celebration Maps Community Helpers |

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| <b>Content</b>   | <b>Skills</b>  | <b>Learning Targets</b>  | <b>Standards</b>  | <b>Assessment</b>   | <b>Resources &amp; Technology</b>   |
|--|--|--|---|---|---|
| <p><i>UEQ: Unit 2</i></p> <ul style="list-style-type: none"> <li>• <i>What is a neighborhood?</i></li> <li>• <i>What does a map show?</i></li> <li>• <i>Who helps out in a community?</i></li> <li>• <i>How does your community celebrate?</i></li> </ul> <p><b>A. Communities</b></p> <ol style="list-style-type: none"> <li>1. Neighborhoods and Community Helpers</li> <li>2. Maps/ Signs</li> <li>3. Rules</li> <li>4. Celebrations</li> </ol> | <p><b>Communities</b></p> <p><b>A1.</b> Identify different types of maps, symbols and signs.</p> <p><b>A2.</b> Demonstrate being a good citizen by following rules and laws.</p> <p><b>A3.</b> Identify holidays and celebrations.</p> | <p><b>Communities</b></p> <p><b>LT1</b> I can identify different maps and symbols.</p> <p><b>LT2.</b> I can follow school rules.</p> <p><b>LT3.</b> I can name a family celebration.</p> | <p><b>Communities</b></p> <p>Geography (LT1)<br/>0.3.1.1.2</p> <p>Citizenship &amp; Government (LT2)<br/>0.1.4.7.1</p> <p>History (LT3)<br/>0.4.2.4.1</p> | <p><b>Communities</b></p> <p><b>(LT3 A3)</b><br/><b>CSA=</b> Student draws a picture of a family celebration on paper or in student notebooks/journals (ex. birthday, Thanksgiving, Fourth of July, etc.)</p> <p><b>(LT3 A3)</b><br/><b>CFA=</b> Observation of student participation in “Holidays Around the World” activities</p> | <p><b>Communities</b></p> <p>Scott Foresman 2011 Social Studies Here We Go Unit 2 Our Big Book of Communities Lessons 1-7 Arthur’s Perfect Christmas DVD Holidays Around the World picture books Character Counts picture books</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY WORDS:</b><br/>Neighborhood<br/>Community<br/>Citizen<br/>Rules</p> |

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|---------|--------|------------------|-----------|------------|--|
|         |        |                  |           |            | <p>Kwanzaa (kinara, mkeka)<br/>Christmas<br/>Hanukkah (dreidel, menorah)<br/>Los Posadas (poinsettia)<br/>Additional holidays/celebrations/traditions</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in a day.</p> <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 2 Big Book by the end of December.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>When the Relatives Came</i> (GR-November)<br/><i>Turkey Trouble</i> (GR-November)</p> |

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|---------|--------|------------------|-----------|------------|---|
|         |        |                  |           |            | <b>OPTIONAL<br/>ACTIVITIES:</b><br>Character Counts -<br>Citizenship activities<br>Workbook blackline<br>masters Unit 2 pages<br>10-18<br><br>Brainpopjr.com<br>videos-<br>Social Studies<br>Celebration<br>Maps<br>Community Helpers |

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|---|---|---|--|---|---|
| <p><i>UEQ: Unit 3</i></p> <ul style="list-style-type: none"> <li>• <i>What is your job?</i></li> <li>• <i>What do you want to be?</i></li> <li>• <i>How have jobs changed?</i></li> <li>• <i>Why do people need money?</i></li> <li>• <i>What are needs and wants?</i></li> </ul> <p><b>A. Work</b></p> <p><i>1. Jobs Then and Now</i></p> <p><i>2. Needs and Wants</i></p> | <p><b>Work</b></p> <p><b>A1.</b> Identify the difference between basic needs and wants.</p> | <p><b>Work</b></p> <p><b>LT1.</b> I can identify needs and wants.</p> | <p><b>Work</b></p> <p>Economics (LT1)</p> <p>0.2.1.1.1</p> <p>0.2.1.1.2</p> <p>0.2.4.5.1</p> | <p><b>Work</b></p> <p><b>(LT1 A1)</b><br/><b>CSA</b> = Needs and Wants worksheet. (in shared folder or flex lesson)</p> <p><b>(LT1 A1)</b><br/><b>CFA</b> = Observation of students participating in Smart Board Needs and Wants activity. (in shared folder)</p> | <p><b>Work</b></p> <p>Scott Foresman 2011 Edition<br/>Social Studies: Here We Go<br/>Unit 3 Lessons 1-11</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY WORDS:</b><br/>Job<br/>Money/Spending<br/>Needs/Wants<br/>Shelter<br/>Transportation</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in a day. Needs and wants are also covered during flex lessons.</p> |

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|---------|--------|------------------|-----------|------------|---|
|         |        |                  |           |            | <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 3 Big Book by the end of February.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>Scaredy Squirrel</i> (GR-November)<br/><i>Pigeon Books</i> (GR-May)</p> <p><b>OPTIONAL ACTIVITIES:</b><br/>Workbook blackline masters Unit 3 pages 19-31.</p> <p>Brainpop jr. -Social Studies<br/>Economics<br/>needs and wants<br/>saving/ spending</p> |

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| <p><i>UEQ: Unit 3</i></p> <ul style="list-style-type: none"> <li>• <i>What is your job?</i></li> <li>• <i>What do you want to be?</i></li> <li>• <i>How have jobs changed?</i></li> <li>• <i>Why do people need money?</i></li> <li>• <i>What are needs and wants?</i></li> </ul> <p><b>A. Work</b></p> <p><i>1. Jobs Then and Now</i></p> <p><i>2. Needs and Wants</i></p> | <p><b>Work</b></p> <p><b>A1.</b> Identify the difference between basic needs and wants</p> | <p><b>Work</b></p> <p><b>LT1.</b> I can identify needs and wants.</p> | <p><b>Work</b></p> <p>Economics (LT1)</p> <p>0.2.1.1.1</p> <p>0.2.1.1.2</p> <p>0.2.4.5.1</p> | <p><b>Work</b></p> <p><b>(LT1 A1)</b></p> <p><b>CSA</b> = Needs and Wants worksheet. (in shared folder or flex lesson)</p> <p><b>(LT1 A1)</b></p> <p><b>CFA</b> = Observation of students participating in Smart Board Needs and Wants activity. (in shared folder)</p> | <p><b>Work</b></p> <p>Scott Foresman 2011 Edition</p> <p>Social Studies: Here We Go</p> <p>Unit 3 Lessons 1-11</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY WORDS:</b></p> <p>Job</p> <p>Money/Spending</p> <p>Needs/Wants</p> <p>Shelter</p> <p>Transportation</p> <p><b>PLANNING TIPS:</b></p> <p>Several lessons in a unit could be covered in a day. Needs and wants are also covered during flex lessons.</p> |

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|         |        |                  |           |            | <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 3 Big Book by the end of February.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>Scaredy Squirrel</i> (GRs-November)<br/><i>Pigeon Books</i> (GR-May)</p> <p><b>OPTIONAL ACTIVITIES:</b><br/>Workbook blackline masters Unit 3 pages 19-31.</p> <p>Brainpop jr. -Social Studies<br/>Economics<br/>needs and wants<br/>saving/ spending</p> |

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| <p>UEQ: Unit 4</p> <ul style="list-style-type: none"> <li>● <i>What land areas can you see on Earth?</i></li> <li>● <i>What can people do to help protect our Earth?</i></li> <li>● <i>What does a map show?</i></li> </ul> <p><b>A. Earth</b></p> <p><b>1. Landforms</b></p> <p><b>2. Maps</b></p> | <p><b>Earth</b></p> <p><b>A1.</b> Describe characteristics of forests, plains, mountains, and oceans.</p> <p><b>A2.</b> Use a map (or globe) to describe where land and water are located.</p> | <p><b>Earth</b></p> <p><b>LT1.</b> I can describe different landforms.</p> <p><b>LT2.</b> I can identify land and water on a map or globe.</p> | <p><b>Earth</b></p> <p>Geography (LT1)<br/>0.3.2.3.1</p> <p>Geography (LT2)<br/>0.3.1.1.2<br/>0.3.2.3.1</p> | <p><b>Earth</b></p> <p><b>(LT2 A2)</b><br/><b>CSA:</b> Students can correctly identify and color land and water on a map or globe. (in shared folder).</p> <p><b>(LT2 A2)</b><br/><b>CFA:</b> Students point to land and/or water on a map or globe.</p> | <p><b>Earth</b></p> <p>Scott Foresman 2011 Edition<br/>Social Studies: Here We Go<br/>Unit 4 Lessons 1-11.<br/>Globe<br/>The Lorax video</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY WORDS:</b><br/>Unit 4<br/>Earth<br/>Weather<br/>Seasons<br/>Globes/ Maps<br/>Country/United States</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in a day.<br/><i>Seasons are covered in science.</i></p> |

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|         |        |                  |           |            | <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 4 Big Book by the end of March.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>Ice Bear</i> (GR-January)<br/><i>Tacky the Penguin</i> (GR- January)<br/><i>Jamie O'Rourke and the Big Potato</i> (GR-March)</p> <p><b>OPTIONAL ACTIVITIES:</b><br/>Workbook blackline masters Unit 4 pages 33-44.<br/>Earth Day Activities</p> <p>Brainpopjr videos- Social Studies</p> |



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|---------|--------|------------------|-----------|------------|--|
|         |        |                  |           |            | Geography<br>continents/ oceans<br>Landforms<br>Reduce-Reuse-<br>Recycle |

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|---|---|--|---|--|--|
| <p>UEQ: Unit 5</p> <ul style="list-style-type: none"> <li>● <i>What are some symbols of our country?</i></li> <li>● <i>How do we celebrate our country?</i></li> </ul> <p><b>A. U.S.A</b></p> <ol style="list-style-type: none"> <li>1. Symbols</li> <li>2. Celebrations</li> </ol> | <p><b>U.S.A.</b></p> <p><b>A1.</b> Identify important American symbols (American Flag, Pledge of Allegiance, eagle, White House, Statue of Liberty).</p> <p><b>A2.</b> Identify celebrations and holidays of our country.</p> | <p><b>U.S.A.</b></p> <p><b>LT1.</b> I can name some American symbols.</p> <p><b>LT2.</b> I can name some holidays and celebrations in the United States of America .</p> | <p><b>U.S.A.</b></p> <p>Citizenship &amp; Government (LT1)<br/>0.1.2.2.1</p> <p>History (LT2)<br/>0.4.2.4.1</p> | <p><b>U.S.A.</b></p> <p><b>(LT1 A1)</b><br/><b>CSA=</b> Create/Draw a picture of an American symbol. (in shared folder)</p> <p><b>(LT1 A1)</b><br/><b>CFA=</b> Observation of reciting the Pledge of Allegiance.</p> | <p><b>U.S.A</b></p> <p>Scott Foresman 2011 Edition<br/>Social Studies: Here We Go<br/>Unit 5 Lessons 1-7<br/>American Flag</p> <p><b>Technology:</b> Google Earth</p> <p><b>VOCABULARY WORDS:</b><br/>Unit 5<br/>Symbols<br/>Explorers<br/>America/Americans<br/>Travel</p> <p><b>PLANNING TIPS:</b><br/>Several lessons in a unit could be covered in a day. American symbols are also covered during flex lessons.</p> |

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|         |        |                  |           |            | <p><b>PACING TIPS:</b><br/>Teachers should plan to complete Unit 5 Big Book by the end of April.</p> <p><b>LANGUAGE ARTS INTEGRATION:</b></p> <p><i>Duck for President</i> (Guiding Readers-February)<br/><i>Abe's Hat</i> (Guiding Readers- February)</p> <p><b>OPTIONAL ACTIVITIES:</b><br/>Workbook blackline masters Unit 5 pages 5-53.</p> <p>Brainpopjr videos<br/>Social Studies<br/>Citizenship<br/>U.S. symbols</p> |