

Kindergarten Social Studies

Scope and Sequence

Trimester 1

Unit 1.1: Classroom and School Community, 20 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (K-2)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (K-2)–2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- identifying individual roles in a group and acting as a productive member of a group

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (K-2)–1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, ~~authority figures (police, fire, doctors, community leaders), and others.~~
- (K-2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- working cooperatively in a group, sharing responsibilities or individual roles within a group

C&G 4: People engage in political processes in a variety of ways.

- (K-2)–3 Students participate in a civil society by...
- identifying problems, planning and implementing solutions in the classroom, school, ~~and community~~ (e.g., problem of litter/solutions - each picks up one piece of trash, recycle, plan a cleanup day, etc.)

E3: Individuals, institutions and governments have roles in economic systems.

- (K-2)–1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. identifying how the classroom community members exchange and consume resources. (e.g. teacher distributes limited school supplies among the students; students take turns using stations).

Common Core State Standards for English Language Arts*Reading Standards for Informational Text***Key Ideas and Details**

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

*Writing Standards***Text Types and Purposes**

- W.K.3 Use a combination of drawing, dictating, ~~and writing~~ to narrate a single event ~~or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.~~

Unit 1.2: My Country, 10 days**Grade-Span Expectations for Social Studies****C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day)

Common Core State Standards for English Language Arts

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing Standards

Text Types and Purposes

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Trimester 2

Unit 2.1: Basic Needs and Wants, 20 days

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (K-2) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. recognizing and discussing the differences between basic wants and needs.
- (K-2) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (K-2) – 1 Students explain how humans depend on their environment by...
- a. identifying basic environmental resources needed in daily life (e.g., water, air, food).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Integration of Knowledge and Ideas

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards

Text Types and Purposes

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 2.2: Today and Long Ago, 10 days

Grade-Span Expectations for Social Studies

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (K–2)–2 Students chronicle events and conditions by...
- ~~describing, defining, and~~ illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events)
- (K-2) – 3 Students show understanding of change over time by...
- ~~exploring and describing~~ similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Integration of Knowledge and Ideas

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards**Text Types and Purposes**

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Trimester 3**Unit 3.1: Geography of Rhode Island, 20 days****Grade-Span Expectations for Social Studies****G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (K-2) –1 Students understand the physical and human characteristics of places by...
- a. identifying ~~and describing~~ natural/physical features (e.g., river, mountains, oceans, weather, climate).
 - b. identifying ~~and describing~~ human-made features (e.g., buildings, streets, bridges).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (K-2) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. identifying examples of how changes in the environment can change people’s behavior (e.g., we change how we dress depending on the weather or season).
- (K-2) –3 Students explain how human actions modify the physical environment by...
- a. identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).

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Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

Writing Standards**Text Types and Purposes**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).