

## Kindergarten

### Marking Period 1: We Are Family

During the first marking period of Kindergarten, students will explore themselves and the similarities they share with their classmates and others in our country and our world. Emphasizing the themes of Individual Development and Cultural Identity and Geography, Humans, and the Environment, students will identify aspects unique to themselves and their families and celebrate their shared interests and experiences.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How is my family unique?</li> <li>• How is my family similar to other families?</li> <li>• What symbols and traditions help me to feel a part of our culture in the United States?</li> <li>• Where am I?</li> <li>• What makes the place in which I live similar to and different from other places?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</li> <li>• K.2 Children, families, and communities exhibit cultural similarities and differences across the world</li> <li>• K.3 Symbols and traditions help develop a shared culture and identity within the United States</li> <li>• K.7 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Identify the relationship between cause and effect.</li> <li>• Identify multiple perspectives from a student’s life or from Social Studies.</li> <li>• Ask geographic questions about where places are located and why they are located there.</li> <li>• Demonstrate respect for the rights of others regardless of viewpoint.</li> <li>• Participate in activities that focus on a classroom, school, or community issue or problem.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Students draw pictures of themselves and their interests and compare them with classmates.</li> <li>• Create a family tree.</li> <li>• Survey classmates on favorite games using tally marks and graphics of the games.</li> <li>• Make a collage of her/his favorite foods and that of another family.</li> <li>• Role play own family’s and another family’s morning routine at home.</li> <li>• Label a five senses chart for a community festival attended.</li> <li>• Personal narrative about a family tradition.</li> <li>• Each child contributes a page to a Symbols and Traditions of the USA book.</li> <li>• Students annotate maps with markers indicating the location of their homes, schools, country, and other landmarks.</li> </ul>

**Scott Foresman Kindergarten Materials:**

Unit One: Who We Are

Lesson 1: Families

Lesson 2: Homes

Unit Six: Family Stories

F1: A Day in the Life of a Rochester Student

Lesson 1: Alike and Different

Lesson 2: Everyday Routines

Lesson 3: Family Celebrations

Lesson 5: Special Foods

Lesson 6: Games

Lesson 7: Places We Go

End with a Poem: Families Are Special

Unit Two: Communities

Lesson 1: Neighborhoods

Lesson 2: Maps

Lesson 6: Communities

Unit Five: USA

Lesson 1: National Symbols

F1: The Symbols of Rochester

## **Conceptual Understandings**

- K.1.a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.
- K.1.b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, skills, as well as our connections to others.
- K.1.c Unique family activities and traditions are important parts of an individual's culture and sense of self.
- K.2.a Each person is unique but also shares common characteristics with other family, school, and community members
- K.2.b Cultures include traditions, beliefs, and shared values and ideas generally accepted by a particular group of people.
- K.2.c Children, families, and communities from different cultures all share some common characteristics, but also have specific differences which make them unique.
- K.2.d Various cultural groups and characteristics can be described and compared using specific terms and descriptors including gender, race, ethnicity, religion, and language.
- K.3.a Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.
- K.3.b The study of American symbols, holidays, and celebrations helps us to develop a shared sense of history, community, and culture in our country.
- K.3.c The American flag is one example of a major national symbol that unites us. It is important to exhibit respect towards the flag.
- K.7.a Places and regions can be located on a map or globe using geographic vocabulary.
- K.7.b A globe represents Earth at large, but maps can be used to represent the world as well as local places or specific regions.

## Kindergarten

### Marking Period 2: We are Citizens

During the second marking period of Kindergarten, students will explore the rights and responsibilities that inform their identity as citizens in a variety of contexts. Emphasizing the themes of Civic Ideals and Practices and Geography, Humans, and the Environment, students will identify rules and roles of members of the communities to which they belong and ways in which they can impact the social, political, and natural environment.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do citizens participate in our community?</li> <li>• Why do we have rules?</li> <li>• How can I show responsibility wherever I am?</li> <li>• What are some different roles people play in our community?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• K.4 Rules affect children and adults, and people make and change rules for many reasons.</li> <li>• K.5 Children and adults have rights, responsibilities, and duties at home, school, in the classroom, and in the community.</li> <li>• K.6 Children and adults play different roles in a school and community. A leader is a member of a community with important responsibilities to represent and protect the interests of others.</li> <li>• K.7 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the relationship between people, places, and the environment.</li> <li>• Form questions about the world in which we live.</li> <li>• Identify the role of the individual in opportunities for social and political participation in the local class, school, or community.</li> <li>• Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li> <li>• Identify situations in which social actions are required.</li> <li>• Identify those in positions of power who drive opportunities for freedom, social justice, and human rights.</li> <li>• Identify how the environment affects human activities and how human activities affect the environment.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Draw a picture that reflects responsibility at home.</li> <li>• Illustrate a school rule and write how and why you might change it.</li> <li>• Create a rule for the community, draw a sign to represent that rule, and explain why it helps us stay safe.</li> <li>• Dramatize problem solving situations to show good citizenship (helping, sharing, and getting along).</li> <li>• Draw and label the picture of a school helper and write a sentence about the person’s responsibilities.</li> <li>• Make a paper doll about a community (local, state or national leader) with her/his responsibilities labeled on the body.</li> <li>• Make a map of the school’s neighborhood on chart paper.</li> <li>• Student created book showing the location of the school, New York State, the United States and the world.</li> </ul>

**Scott Foresman Kindergarten Materials:**

Unit One: Who We Are

Lesson 3: Getting Along

Lesson 5: School Rules

Lesson 6: Solving Problems

Lesson 7: School Helpers

F5: How Do Rules Keep Us Safe in Our Rochester Schools?

Unit Two: Communities

B1: Rochester Communities

Lesson 3: Signs

Lesson 4: Rules

Unit Four: Our Big Book of Earth

Lesson 1: Weather

Lesson 2: Seasons

Lesson 7: Maps

Lesson 8: United States Map

Lesson 9: World Map

Lesson 10: Globe

## Lesson 11: Conserve Resources

### Conceptual Understandings

- K.4.a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.
- K.4.b People in positions of authority make rules and laws that involve the consideration of others and provide for the health and safety of all.
- K.4.c Children and adults have opportunities to contribute to the development of rules and/or laws.
- K.4.d Rules and laws need to be changed if they no longer effectively serve the needs of the people or if people are treated unfairly as a result of them.
- K.5.a Children have basic universal rights, or protections, as members of a family, school, community, and nation and as members of the world.
- K.5.b Responsibilities and duties help provide safety and order to promote the general welfare of the people. A responsibility is something we should do and a duty is something we must do.
- K.5.c Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.
- K.6.a Roles represent the different functions people serve in a group.
- K.6.b Families, schools, and communities all have leaders to provide guidance and protection, to enforce rules, and to help resolve conflicts.
- K.6.c Leaders possess certain characteristics or skills that enable them to serve and protect the interests of the people they represent.
- K.6.d The President of the United States and the Governor of the state of New York are important leaders with key responsibilities.
- K.7.c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.
- K.7.d Familiar places, buildings, structures, and physical features can be located on a map of a neighborhood or community.

## Kindergarten

### Marking Period 3: Our Time Together

During the third marking period of Kindergarten, students will explore chronology and change over time. Emphasizing the themes of Time, Continuity, and Change and Geography, Humans, and the Environment, students will identify past, present and future aspects of the Rochester community and our country.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How are people in the past and present alike and different?</li> <li>• What are some causes and effects of change?</li> <li>• How are celebrations important to our lives in our country?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• K.9 The past, present, and future describe points in time, and help us examine how the lives of people in the past were similar to and different than they are today.</li> <li>• K.10 People celebrate historic figures and events through national holidays to recognize their importance to the United States.</li> <li>• K.8 People and communities are affected by and adapt to their physical environment.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Explain how events are related chronologically to one another in time.</li> <li>• Identify causes and effects using examples from a student’s life or from Social Studies.</li> <li>• Distinguish between long-term and immediate causes and effects (time, continuity, and change).</li> <li>• Recognize dynamics of historical continuity and change over periods of time.</li> <li>• Identify and describe the relationship between people, places, and the environment.</li> <li>• Describe historical developments with specific circumstances including time and place.</li> <li>• Recognize that place and region influence the social, cultural, and economic characteristics of civilizations.</li> <li>• Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Create an illustrated timeline showing changes in modes of transportation.</li> <li>• Student created book featuring historic figures and national holidays within a template shaped like the boundary of the continental USA.</li> <li>• Poster with illustration of an African-American invention with caption describing immediate and long term effects of the invention.</li> <li>• Create a booklet showing Highland Park during each of the four seasons (featuring the Lilac Festival in spring)</li> </ul>

**Scott Foresman Kindergarten Materials:**

Unit One: Who We Are

- F1: Rochester Families, Then and Now
- F3: Where Have Rochester Families Lived?
- B3: The Places We Can Go

Unit Two: Communities

- F1: Mapping Rochester Neighborhoods
- F3: Rochester Community Helpers

Unit Five: USA

- Lesson 5: Celebrations
- F3: Who Named Rochester?
- F5: How Does Rochester Give Thanks?
- F6: Changes in Travel
- Lesson 7: Scientists & Inventors
- B1: Moving Through Rochester
- B3: How Does Rochester Celebrate?

Unit Six: Family Stories

- F3: Celebrating “Flower City”
- F5: Rochester Has Changed Over Time

### **Conceptual Understandings**

- K.9.a Children, families, and communities of today can be compared with those in the past.
- K.9.b Specific words and phrases related to chronology and time should be used when recounting events and experiences.
- K.10.a People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.
- K.10.b An historic figure is a person whose actions made a significant long-term impact on a community, culture, or nation.
- K.10.c National holidays are shared celebrations and commemorations of people and events from the past of importance to the United States.
- K.8.a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

## Kindergarten

### Marking Period 4: We Make Choices

During the fourth marking period of Kindergarten, students will differentiate between needs and wants and the choices we make to meet those needs and wants. Emphasizing the themes of Creation, Expansion, and Interaction of Economic Systems and Geography, Humans, and the Environment, students will identify members of a community that assist in meeting the needs and wants of the community.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do people meet their needs and wants?</li> <li>• Why is it important that people have different jobs within a community?</li> <li>• How do people change the environment to meet their needs and wants?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• K.11 People perform different jobs as members of a community to meet their basic wants and needs, and to help others in the community.</li> <li>• K.8 People and communities are affected by and adapt to their physical environment.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Form questions about the world in which we live.</li> <li>• Recognize the relationship between geography, economics, and history.</li> <li>• Recognize and identify patterns of continuity and change.</li> <li>• Identify and describe changes within and across places and regions.</li> <li>• Recognize that place and region influence the social, cultural, and economic characteristics of civilizations.</li> <li>• Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> <li>• Identify arguments of others.</li> <li>• Recognize arguments and identify evidence.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Make a class quilt with each child's contribution showing an illustrated and labeled need or want.</li> <li>• Compare/contrast booklet to show how a job from the past has changed in the present.</li> <li>• Create a job cube or poster to illustrate a claim about how a job helps the community meet a need or a want.</li> <li>• Job vests made out of paper grocery bags to show how a job reflects the connection to the physical environment.</li> </ul>

**Scott Foresman Kindergarten Materials:**

Unit One: Who We Are

B1: How Have Students Helped Rochester?

B3: Who Helps Rochester Students?

Unit Six: Family Stories

End with a Poem: Families Are Special

Unit Two: Communities

Lesson 5: Community Helpers

Unit Three: Work

Lesson 1: Work

F1: Our Jobs at Home and School

Lesson 2: What Do You Want to Be?

Lesson 3: How Have Jobs Changed?

F3: Rochester's Restaurants

F5: Do You Want It, or Do You Need It?

Lesson 4: How Do People Earn Money?

**Conceptual Understandings**

- K.11.a A need is something that you must have for health and survival, while a want is something you would like to have.
- K.11.b People perform a variety of jobs in a community—as paid workers, as volunteers—to help meet other peoples' needs and wants.
- K.11.c People, families, and broader communities must make economic choices and decisions when trying to meet both needs and wants.
- K.8.b People and communities adapt to their physical environment in many ways, including building homes, buildings, and transportation systems; accessing food and water; and developing ways to protect themselves from shifting weather patterns.