



School District of Marshfield

Learning Targets Elementary Social Studies Grade K

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

A.K.1. Describe the relative location of people, places, and things by using positional words (above, below, between, over, under, behind, beside)

A.K.2. Identify cardinal directions (North, South, East, West)

A.K.3. Understand that maps and globes help to locate different places and that globes are a model of Earth

A.K.4. Locate and describe places in the school and community

A.K.5. Identify if an area is land or water on simple maps and globes

A.K.6. Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago.

B.K.1. Develop an understanding of how a timeline is created and used

B.K.2. Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty

B.K.3. Compare children and families of today with those in the past

B.K.4. Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage (Specific Focus: Independence Day)

C. Government

Students will understand the Purpose and principles of government.

C.K.1. Explain the purpose and necessity of rules at home, school, and community

C.K.2. Describe fair ways for groups to make decisions

D. Economics

Students will understand economical concepts.

D.K.1. Describe the different jobs that people do and the tools or equipment used

D.K.2. Identify the difference between basic needs and wants

D.K.3. Recognize that people work to earn money to buy the things they need or want

D.K.4. Recognize that United States currency comes in different forms

E. Citizenship and Culture/ Behavior Sciences

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.K.1. Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment

E.K.2. Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen

F. Technology and Society

Students understand how new ideas and tools change the way people live.

F.K.1. Understand that technology impacts schools

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

G.K.1. Know ones' own phone number, street address, city or town, and state

G.K.2. Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility

G.K.3. Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials/Resources	Quarter
Welcome to School	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Describe the different jobs that people do and the tools or equipment used • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 1: Welcome to School <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “F is for Flag” by Wendy Chevette Lewison • “My First Day of School” by Patrick K. Hallinan <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Kindergarten • Friends 	5 Days
Location	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Understand that maps and globes help to locate different places and that globes are a model of Earth • Locate and describe places in the school and community • Identify if an area is land or water on simple maps and globes • Know ones’ own phone number, street address, city or town, and state 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 2: Location <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Hide and Seek: All about Location” by Kirsten Hall • “I Am Lost” by Hans Wilhelm <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans 	5 Days

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		<ul style="list-style-type: none"> Landforms 	
Rules	<ul style="list-style-type: none"> Explain the purpose and necessity of rules at home, school, and community Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 3: Rules <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “No Rules for Michael” by Sylvia A. Rouss “Respect” by Lucia Raatma and Madonna M. Murphy 	5 Days
Responsibility	<ul style="list-style-type: none"> Compare children and families of today with those in the past Explain the purpose and necessity of rules at home, school, and community Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 4: Responsibility <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “The Saturday Escape” by Daniel J. Mahoney “Taking Care of Mango” by Cindy Leaney 	5 Days
Time	<ul style="list-style-type: none"> Develop an understanding of how a timeline is created and used Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 5: Time <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Starting off with Time” by Peter Patilla “Tick-Tock” by James Dunbar “Telling the Time” by Heather Amery, et al 	5 Days

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History	<ul style="list-style-type: none"> • Identify if an area is land or water on simple maps and globes • Develop an understanding of how a timeline is created and used • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility • Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 6: History <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Christopher Columbus” by Peggy Pancella 	5 Days
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Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials/Resources	Days
Where Do You Live?	<ul style="list-style-type: none"> • Know ones' own phone number, street address, city or town, and state 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 7: Where Do You Live? <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Where Do I Live?” by Neil Chesanow • “On the Town: A Community Adventure” by Judith Caseley • “What is a Community?” by Caroline Arnold <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Homes • Transportation 	5 Days
Needs and Wants	<ul style="list-style-type: none"> • Compare children and families of today with those in the past • Identify the difference between basic needs and wants • Recognize that people work to earn money to buy the things they need or want 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 9: Needs and Wants <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Need It or Want It?” by John Serrano • “Needs and Wants” by 	5 Days

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		Gillia M. Olson <u>BrainPop Jr.:</u> <ul style="list-style-type: none"> Needs and Wants 	
The First Thanksgiving	<ul style="list-style-type: none"> Understand that maps and globes help to locate different places and that globes are a model of Earth Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<u>Studies Weekly:</u> <ul style="list-style-type: none"> Week 10: The First Thanksgiving <u>Read Alouds:</u> <ul style="list-style-type: none"> “Thanksgiving is for Giving Thanks” by Margaret Sutherland “The Night before Thanksgiving” by Natasha Wing 	5 Days
Earth	<ul style="list-style-type: none"> Describe the relative location of people, places, and things by using positional words Identify cardinal directions (North, South, East, West) Understand that maps and globes help to locate different places and that globes are a model of Earth Identify if an area is land or water on simple maps and globes 	<u>Studies Weekly:</u> <ul style="list-style-type: none"> Week 11: Earth <u>Read Alouds:</u> <ul style="list-style-type: none"> “What is a Landform?” by Rebecca Rissman “Looking at Landforms” by Ellen K. Mitten “Beginning Geography, Vol. 2: Landforms and Bodies of Water” by Jo E. Moore 	5 Days

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		<p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans • Landforms 	
<p>Seasons</p>	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 12: Seasons <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Time to Learn About Seasons & Years” by Pam Scheunemann • “Explore Winter” by Maxine Anderson • “Explore Spring” by Maxine Anderson • “The Seasons of Arnold’s Apple Tree” by Gail Gibbons <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Seasons • Fall • Winter • Spring • Summer 	<p>5 Days</p>

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Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials/Resources	Days
Weather	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Identify if an area is land or water on simple maps and globes • Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 13: Weather <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Learning About Weather, Grades K-2” by Jo Ellen Moore • “What Makes it Rain?” by Keith Brandt <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Water Cycle 	5 Days
Good Citizens	<ul style="list-style-type: none"> • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment • Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 14: Good Citizens <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Good Citizen Sarah” by Virginia Kroll • “Being a Good Citizen: A Book About Citizenship” and “Being Fair: A Book About Fairness” by Mary Small • “I am a Good Citizen” by Mary Ann Hoffman 	5 Days

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		<ul style="list-style-type: none"> • “Being a Good Citizen” by Adrian Vigliano <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Friends • Bullying • Conflict Resolution 	
Maps and Globes	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Identify if an area is land or water on simple maps and globes 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 15: Maps and Globes <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Looking at Maps and Globes” by Carmen Bredeson • “There’s a Map in my Lap” by Tish Rabe • “Are We There Yet?” by David Daley Mackall <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans • Landforms 	5 Days
Which Way?	<ul style="list-style-type: none"> • Identify cardinal directions (North, South, East, West) • Understand that maps and globes help to 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 16: Which Way? 	5 Days

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	<p>locate different places and that globes are a model of Earth</p> <ul style="list-style-type: none"> Identify if an area is land or water on simple maps and globes 	<p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Looking at Maps and Globes” by Carmen Bredeson “There’s a Map in my Lap” by Tish Rabe “Are We There Yet?” by David Daley Mackall <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> Reading Maps Continents and Oceans Landforms 	
Holidays	<ul style="list-style-type: none"> Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 17: Holidays <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Christmas around the World” by Mary D. Lankford “Happy Birthdays Everywhere” by Arlene Erlbach “Pinata” by Rebecca Emberley 	5 Days
Presidents and Patriots	<ul style="list-style-type: none"> Compare children and families of today with those in the past Recognize the importance of celebrations 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 18: Presidents and Patriots 	5 Days

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	<p>and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day)</p> <ul style="list-style-type: none"> • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “If I Were President” by Catherine Stier • “My Teacher for President” by Kay Winters • “What Presidents are Made Of” by Hanoch Piven <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Presidents • Abraham Lincoln • Harriet Tubman 	
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Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials/Resources	Quarter
American Monuments	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 19: American Monuments <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Woodrow, the White House Mouse” by Peter Barnes and Cheryl Shaw Barnes 	5 Days

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	<p>and our nation’s ethnic heritage (Specific Focus: Independence Day)</p> <ul style="list-style-type: none"> • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • U.S. Symbols • Statue of Liberty 	
Celebrate America	<ul style="list-style-type: none"> • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 20: Celebrate America <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Liberty!” by Allan Drummond • “L Is For Liberty” by Wendy Cheyetter Lewison <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Statue of Liberty • Martin Luther King Jr. 	5 Days
Rights and Responsibilities	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Explain the purpose and necessity of rules at home, school, and community • Demonstrate the characteristics of being a 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 21: Rights and Responsibilities <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “For Every Child a Better 	5 Days

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	<p>good citizen and how they contribute to the classroom environment</p>	<p>World” by Jim Henson</p> <ul style="list-style-type: none"> • “It’s Not My Fault” by Nancy Carlson • “Being Trustworthy: A Book About Trustworthiness” by Mary Small <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Rights and Responsibilities 	
<p>Consumers and Producers</p>	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Compare children and families of today with those in the past • Identify the difference between basic needs and wants • Recognize that people work to earn money to buy the things they need or want 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 22: Consumers and Producers <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Follow the Money” by Loreen Leedy • “Needs and Wants” by Susan Ring <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Goods and Services • Needs and Wants 	<p>5 Days</p>
<p>Jobs People Do</p>	<ul style="list-style-type: none"> • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 23: Jobs People Do <p><u>Read Alouds:</u></p>	<p>5 Days</p>

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	<p>Focus: Independence Day)</p> <ul style="list-style-type: none">• Describe the different jobs that people do and the tools or equipment used• Recognize that people work to earn money to buy the things they need or want	<ul style="list-style-type: none">• “Community Helpers from A to Z” by Bobbie Kalman and Niki Walker• “Jobs People Do” by Christopher Maynard• “The Work We Do” by David Conrad• “What Does a Community Helper Do?” series (bilingual) by various authors <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none">• Community Helpers	
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