

[Social Studies Snapshot Kdg 2016 2017.xlsx](#)

Key Ideas		Conceptual Understandings		Content Specifications		Educational Resources	Assessments
SS.K.ID.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.	SS.K.ID.1.a	A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.	SS.K.ID.1.b.1	Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.	First Trimester Journeys Unit 1 Lesson 1-5 Scott Foresman: Here We Go Unit 1: Lessons 1-7 Unit 2: Lessons 3-5 Unit 3: Lessons 1-2 www.brainpopjr.com www.readinga-z.com	
		SS.K.ID.1.b	Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.				

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SS.K.CIV.4	Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.	SS.K.CIV.4.a	Children have basic universal rights or protections as members of a family, school, community, nation, and the world.	SS.K.CIV.4.a.1	Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).
		SS.K.CIV.4.b	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.	SS.K.CIV.4.b.1	Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as messenger).
					Journeys Unit 1 Lesson 2 and 3
SS.K.CIV.5	Rules affect children and adults, and people make and change rules for many reasons.	SS.K.CIV.5.a	Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.	SS.K.CIV.5.a.1	Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.
		SS.K.CIV.5.b	People in authority make rules and laws that provide for the health and safety of all.	SS.K.CIV.5.b.1	Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).
		SS.K.CIV.5.c	Children and adults have opportunities to contribute to the development of rules and/or laws.	SS.K.CIV.5.c.1	Students will be given an opportunity to create new rules as needed for class activities.
					Journeys Unit 1 Lesson 2 - 5
SS.K.ID.2	Children, families, and communities exhibit cultural similarities and differences.	SS.K.ID.2.a	Each person is unique but also shares common characteristics with other family, school, and community members.	SS.K.ID.2.a.1	Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.

	<p>SS.K.ID.2.b</p> <p>Unique family activities and traditions are important parts of an individual's culture and sense of self.</p>	<p>SS.K.ID.2.b.1</p>	<p>Students will explain how their family celebrates birthdays or other special days.</p>	<p>Journeys</p> <p>Unit 1</p> <p>Lesson 2 - 5</p> <p>Scott Foresman: Here We Go</p> <p>Unit 1</p> <p>Unit 2: Lesson 7</p> <p>Unit 3: Lessons 1-11</p> <p>Unit 5: Lesson 4-5</p> <p>Unit 6</p> <p>www.brainpopjr.com</p> <p>www.readinga-z.com</p> <p>www.readworks.com</p> <p>Niagars Orleans Boces (Media Services)</p> <p>Scholastic: Let's Find Out</p>
	<p>SS.K.ID.2.c</p> <p>Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p>	<p>SS.K.ID.2.c.1</p>	<p>Students will learn about and respect individual differences.</p>	
<p>SS.K.TCC.8</p>	<p>The past, present and future describe points in time and help us examine and understand events.</p>	<p>SS.K.TCC.8.a</p>	<p>Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p> <p>SS.K.TCC.8.a.1</p>	

		SS.K.TCC.8.b	People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.			
SS.K.ECO.9	People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	SS.K.ECO.9.a	A need is something that a person must have for health and survival, while a want is something a person would like to have.	SS.K.ECO.9.a.1	Students will identify basic needs (food, clothing, and shelter).	
		SS.K.ECO.9.b	Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.	SS.K.ECO.9.a.2	Students will distinguish between a need and a want.	
		SS.K.ECO.9.c	Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	SS.K.ECO.9.b.1	Students will identify examples of goods and services.	
				SS.K.ECO.9.c.1	Students will identify examples of scarcity.	
SS.K.ID.3	Symbols and traditions help develop a shared culture and identity within the United States.	SS.K.ID.3.a	Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.	SS.K.ID.3.a.1	Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.	2nd Trimester
		SS.K.ID.3.b	The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.	SS.K.ID.3.b.1	Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.	Journeys Unit 3 Lessons 11, 12 & 15 Scott Foresman: Here We Go
				SS.K.ID.3.b.2	Students will identify American symbols such as the Liberty Bell and the bald eagle.	
				SS.K.ID.3.b.3	Students will learn the Pledge of Allegiance.	
				SS.K.ID.3.b.4	Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.	

					Unit 2: Lesson 7 Unit 5: Lesson 1, 4-5 Unit 6: Lesson 3 www.brainpopjr.com www.readinga-z.com www.readworks.com Niagara Orleans Boces (Media Services) Scholastic: Let's Find Out
SS.K.GEO.7	People and communities are affected by and adapt to their physical environment.	SS.K.GEO.7.a	Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.	SS.K.GEO.7.a.1	Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.
SS.K.GEO.6	Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.	SS.K.GEO.6.a	A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.		3rd Trimester
		SS.K.GEO.6.b	Places and regions can be located on a map or globe using geographic vocabulary.		
		SS.K.GEO.6.c	Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.		
					Scott Foresman: Here We Go Unit 1: Lesson 4 Unit 2: Lesson 2 Unit 4: Lessons 1-2 and 4-11 www.brainpopjr.com www.readinga-z.com www.readworks.com Niagara Orleans Boces (Media Services)

