

## Kindergarten: Here We Are

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Prince George's County Social Studies

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### **INSTRUCTOR & COURSE INFORMATION:**

Name:

E-Mail Address:

Planning Time:

Phone Number:

Course Name/Number:

Class Time:

**TEXT: Pearson, MyWorld Social Studies; Here We Are**

### **OVERVIEW:**

In Kindergarten, students learn about their environment as they begin to distinguish events of the past and present. They explore the concepts of time and space. Students identify symbols that are important to our country. They discover why they must follow school rules and laws as they learn about their role as a citizen in the school and community. Students identify basic characteristics of maps and globes while exploring the geographic characteristics of their community. They explain how people have different kinds of jobs and work to meet basic economic wants. Students develop an understanding that they are individuals who interact with other individuals and groups, and identify ways that people, who are similar and different, make up the community.

### **GOALS:**

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through play, center activities, portfolios, exhibitions, simulations, that correlate to social studies content standards for evaluation
- Communicate effectively and age appropriately for a variety of purposes.

# Elementary Social Studies (Grades K and 1)





**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Social Studies Curriculum Framework Progress Guides.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMax; SchoolMax will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND.

Example Scoring Rubric located on the next page.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Notebooks/journals</li> <li>• Content vocabulary development</li> <li>• Active participation in whole/small group discussions, presentations and activities</li> <li>• Active participation in social studies projects</li> <li>• Completion of class room assignments</li> </ul>	<b>55%</b>
<b>Homework</b>	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• content reading</li> </ul>	<b>5%</b>
<b>Assessments</b>	<p>This category encompasses both the traditional (exams and quizzes) and alternative (presentations, Content based projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Portfolios</li> </ul> <p><i>Suggested criteria for grading presentations, projects, portfolios:</i></p> <ul style="list-style-type: none"> <li>• Concepts/objectives have been met</li> <li>• Completion of project</li> </ul>	<b>40%</b>

## Kindergarten and First Grade Scoring Rubric

Indicator on Child's Work	Teacher's Grade Book	Report Card Equivalent	Description
	9 or 10	<b>PR</b> Proficient 90 – 100%	Student can demonstrate indicator independently.
	8	<b>IP</b> In Process 80 – 89%	Student can demonstrate indicator with minimal adult support.
	7	<b>EM</b> Emerging 70 – 79%	Student demonstrates indicator occasionally with some adult support.
	5 or 6	<b>ND</b> Needs Development 50 - 69%	Student cannot demonstrate indicator.

Teachers are to use observations (“kid watching”), anecdotal records and child portfolio entries to support scoring

## Here We Are Social Studies Kindergarten Year at a Glance

Quarter 1	Quarter 2
<p><b>Content Focus:</b> <i>Civics-Our Roles and Responsibilities</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People cooperate when they make decisions and work together to get a job done.</li> <li>• People are good citizens when they follow rules and laws.</li> <li>• US symbols and monuments stand for and remind us of our country.</li> </ul> <p><u>Focused Reading Strategies &amp; Skills</u></p> <p>Listening Comprehension      School Rituals and Routines Ask and Answer Questions      Identify Key Details</p> <p><i>Quarter Culminating Activities:</i> Student/Class Created Presentations</p> <ul style="list-style-type: none"> <li>• Create a Tik-a-Tok My Story Book: Illustrate understanding of various ways good citizens are involved in their homes, schools, and communities using photos of students in their school habitat.</li> <li>• Citizenship Video or Skit – students will demonstrate ways they help out at home, in school, and in the community</li> </ul> <p><u>Social Studies Standards</u></p> <p>D1-5.K-2 Developing Questions &amp; Planning Inquiry D2Civ1-14.K-2 Applying Disciplinary Tools &amp; Concepts (Civics) D31-4.K-2 Evaluating Sources &amp; Using Evidence D41-8.K-2 Communicating Conclusions &amp; Taking Informed Action D41-8.6-8 Communicating Conclusions &amp; Taking Informed Action</p>	<p><b>Content Focus:</b> <i>History-Celebrating Diversity and Traditions</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People are alike and different and people celebrate in many ways.</li> <li>• We are all part of a culture and there are many different cultures around the world.</li> <li>• Things change over time and that time can be measured.</li> <li>• History is the story of our past.</li> </ul> <p><u>Focused Reading Strategies &amp; Skills</u></p> <p>Ask and Answer Questions      Visualize Key Details      Character, Setting, Events</p> <p><i>Quarter Culminating Activities:</i></p> <ul style="list-style-type: none"> <li>• <b>A Celebration of Cultures</b></li> </ul> <p><u>Social Studies Standards</u></p> <p>D1-5.K-2 Developing Questions &amp; Planning Inquiry D2His1-17.K-2 Applying Disciplinary Tools &amp; Concepts (History) D31-4.K-2 Evaluating Sources &amp; Using Evidence</p>
Quarter 3	Quarter 4
<p><b>Content Focus:</b>      <i>Geography-As the World Turns</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Maps and globes are simple representations of places on Earth.</li> <li>• The world is made up of different physical features such as landforms, bodies of water, and physical features are located in specific places.</li> <li>• Weather and seasons affect what people wear or do.</li> <li>• People use the world's natural resources to satisfy basic needs</li> <li>• Physical features are located in specific places, and words can be used to describe the locations of human and physical features</li> </ul> <p><u>Focused Reading Strategies &amp; Skills</u></p> <p>Reread      Main Idea/Key Details      Visualize</p>	<p><b>Content Focus:</b>      <i>Economics- Everybody Works</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People make choices about needs and wants.</li> <li>• People do many kinds of work making goods or providing services and people use money to buy and sell.</li> <li>• People buy things because they cannot make everything themselves and people sell things because others want to buy them.</li> </ul> <p><u>Focused Reading Strategies &amp; Skills</u></p> <p>Rereading      Main Idea/Key Details Connections Within Text: Sequence Character, Setting, Events      Plot: Cause and Effect Make, Confirm, and Revise Prediction</p> <p><i>Quarter Culminating Activities:</i></p>

<p>Character, Setting, Events          Make, Confirm, and Revise Prediction      Compare and Contrast Texts          Plot: Problem &amp; Solution                      Plot: Cause and Effect</p> <p><i>Quarter Culminating Activities:</i></p> <ul style="list-style-type: none"> <li>● <b>Me on a Map Let's Explore Our Community</b> Create a School/Classroom Map and Create a Story About A Journey to School (Student Created Presentations)</li> </ul> <p><u>Social Studies Standards</u>          D1-5.K-2 Developing Questions &amp; Planning Inquiry          D2Geo1-2.K-2 Applying Disciplinary Tools &amp; Concepts (Geography)          D31-4.K-2 Evaluating Sources &amp; Using Evidence</p>	<ul style="list-style-type: none"> <li>● Establish a School Store (Student Created Presentations)</li> </ul> <p><u>Social Studies Standards</u>          D1-5.K-2 Developing Questions &amp; Planning Inquiry          D2Eco1-15.K-2 Applying Disciplinary Tools &amp; Concepts (Economics)          D31-4.K-2 Evaluating Sources &amp; Using Evidence          D41-8.K-2 Communicating Conclusions &amp; Taking Informed Action</p>
<p><u>Quarterly Assessments</u></p> <ul style="list-style-type: none"> <li>● Kindergarten Readiness Assessment</li> <li>● Teacher-Created Assessment</li> <li>● Quarter Culminating Activity</li> </ul>	