Kindergarten Social Studies
Overview
2019 - 2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

- Pearson Realize – click on the link for directions on accessing the textbook
- Pebble Go
- Brainpop Jr.
- Discovery Education
- Britannica School
- Ebsco Host
- Maps 101
- World Book
- NewsELA (Access through FBISD Clever Portal)
Instructional Model

This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Process Standards

K.14A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
K.14B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts
K.14C sequence and categorize information
K.15A express ideas orally based on knowledge and experiences
K.15B create and interpret visuals, including pictures and maps
K.16A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
K.16B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision

Grading Period 1

Unit 1: Rules and Laws
Estimated Date Range: 8/14 – 10/4
Estimated Time Frame: 27 Days

Unit Overview:

This unit is important because it is the first time students will be introduced to rules, laws, and authority figures. In the 1st concept, students will focus on the purpose of rules and laws, and they will categorize examples of rules and laws that provide order, keep us safe, or for security. In the 2nd concept, students will learn about the responsibilities of authority figures in the home, school, and community. In addition, students will learn about how authority figures make and enforce laws. This unit will form a strong foundation throughout the year as understanding rules, laws, and authority figures will be applicable to success throughout Kindergarten.
Big Ideas:
- When people follow rules, there is more order and safety.
- Authority figures enforce rules by giving consequences to make sure there is order and safety.

Essential Questions
- What does it look like when people are following rules in school and at home?
- How do authority figures get people to follow the rules?

### Concepts within Unit #1

<table>
<thead>
<tr>
<th>Concept #1: Rules and Laws</th>
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<tr>
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<td>K.8A, K.8B, K.10D</td>
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<tr>
<th>Concept #2: Authority Figures</th>
<th>TEKS</th>
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### Unit 2: 1st Grading Period Holidays and Observations

**Estimated Date Range:** Taught when holidays fall
**Estimated Time Frame:** 13

**Unit Overview:**
This unit is important because it is the first time students are exposed to patriotic holidays. Students will learn about Labor Day, Constitution Day, and Columbus Day. Particular focus will be on Constitution Day and Columbus Day as they both have a separate standard. Students will learn about freedom and give examples of freedoms they have. As part of Columbus Day, they will identify his contributions. Also, the Fort Bend County Fair falls during this grading period, so students will learn about that as a celebration of our community. Students will build on the knowledge they gain in this unit throughout the year as they will continue to learn about national patriotic holidays.

**Big Ideas:**
- We remember and honor people and events when we celebrate national holidays.

**Essential Questions**
- What is the purpose of national holidays?

### Concepts within Unit 2

<table>
<thead>
<tr>
<th>Concept #1: Holidays and Observations</th>
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<tr>
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<td>K.1A, K.1B, K.2A, K.10C, K.12B</td>
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### Grading Period 2

**Unit 3: Everybody Works**
**Estimated Date Range:** 10/15-11/15
**Estimated Time Frame:** 22
**Unit Overview:**

This unit is important because students are exposed to important foundational knowledge such as the difference between a need and a want and why people have jobs. In the 1st concept, students will identify basic human needs, how people meet those needs, and the difference between a need and a want. In the 2nd concept, students will learn about different types of jobs in the home, school, and community. In addition, they will be able to explain why people have to have a job. Students will build on this knowledge in 1st grade where they will focus on choices families have to make because we can’t have all we want.

**Big Ideas:**
- We can make the things we need or want, buy them, or trade for them.
- Jobs help our community by providing services and by making the things we need and want.

**Essential Questions**
- How do we get the things we need and want?
- Why are jobs important?

### Concepts within Unit 3

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<tr>
<th>Concept #2: Value of Jobs</th>
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<tr>
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<td>K.7A, K.7B, K.15B</td>
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**Unit 4: 2nd Grading Period Holidays and Observations**

**Estimated Date Range:** Taught when holidays fall
**Estimated Time Frame:** 4

**Unit Overview:**

In this grading period, the main national patriotic holiday is Veterans Day. Students will explain the reasons for Veterans Day and identify customs associated with the holiday. In addition, students will create visuals to honor veterans.

**Big Ideas:**
- We remember and honor people and events when we celebrate national holidays.

**Essential Questions**
- What is the purpose of national holidays?

### Concepts within Unit 4

<table>
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<tr>
<th>Concept #1: 2nd grading period holidays and observations</th>
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<td>K.1A, K.1B, K.12A, K.12B</td>
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**Unit 5: Culture**

**Estimated Date Range:** 11/26-12/21
**Estimated Time Frame:** 20
Unit Overview:

This unit will focus on culture. Students will first learn about how people are similar and different, which will lead to the big idea that we are more similar than different. Students will also learn about the customs and traditions of families and the similarities and differences associated with them as well. In addition, as part of the focus on culture, students will learn about American Folk Heroes.

Big Ideas:
- People have different customs and traditions, but they share many similarities.

Essential Questions
- How are people similar and different?

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<tr>
<th>Concepts within Unit 5</th>
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<tr>
<td>Concept #1: Similarities and Differences</td>
<td>K.11A, K.11B, K15B</td>
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<tr>
<td>Concept #2: Customs and Traditions</td>
<td>K.12A, K.12B</td>
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[Link to TEKS]
### Grading Period 3

#### Unit 6: History

**Estimated Date Range:** 1/7-2/28  
**Estimated Time Frame:** 28

#### Unit Overview:

This is an important unit because students will learn about historical figures and make connections to their own lives. Character traits will be integrated throughout this unit for each of the historical figures. In addition, students will develop a better understanding of what makes a good citizen, and they will learn more about important symbols in our state and country. This unit will form the foundation for 1st grade where they will learn more about historical figures who exemplified good citizenship.

#### Big Ideas:
- The past helps us to understand the present.
- Good citizens from the past can help us make better choices in our own lives.
- Symbols represent our values.

#### Essential Questions
- Why is the past important?
- What can we learn from good citizens in the past?
- What do symbols represent?

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<tr>
<th>Concepts within Unit 6</th>
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<tr>
<td>Concept #2: Historical Figures as Good Citizens</td>
<td>K.2B, K.3A, K.3B</td>
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<td>Concept #3: United States and Texas Symbols</td>
<td>K.10A, K.10B, K.15B</td>
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#### Unit 7: 3rd Grading Period Holidays and Observations

**Estimated Date Range:** Taught when holidays fall  
**Estimated Time Frame:** 8

#### Unit Overview:

In this unit, students will learn about Martin Luther King around MLK day and about George Washington and Abraham Lincoln around Presidents' Day. Skills such as creating timelines and using chronological terms will be introduced and reinforced for all three people. Also, a particular character trait will be associated with each person to help make it more relevant to students' lives.

#### Big Ideas:
- We remember and honor people and events when we celebrate national holidays.

#### Essential Questions
- What is the purpose of national holidays?
### Concepts within Unit 7

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<tr>
<th>Concept #1: 3rd Grading Period Holidays and Observations</th>
<th>TEKS Link to TEKS</th>
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<td>K.1A, K.1B, K.2B, K.3A, K.3B</td>
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### Unit 8: Geography: Maps Skills

**Estimated Date Range:** 3/2-3/6  
**Estimated Time Frame:** 15 days (5 days in 3rd grading period)

**Unit Overview:**

This unit is important because it is the first time students are introduced to maps and globes. They will first learn about what maps and globes are. Then, they will compare and contrast maps and globes. Next, they will learn about map skills and use those skills to interpret various maps. Lastly, they will create several of their own maps such as bedroom, classroom, and school. This unit will form the basic map skills foundation they will use throughout their education.

**Big Ideas:**
- Maps and globes help us to better understand places in the world.
- We use terms to describe the relative location of places on a map.

**Essential Questions**
- Why are maps and globes important?
- How can you describe the location of places on a map?

### Concepts within Unit 8

<table>
<thead>
<tr>
<th>Concept #1: Globes and Maps</th>
<th>TEKS Link to TEKS</th>
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<td>K.4C, K.15B</td>
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### Grading Period 4

**Unit 8: Geography Map Skills (continued)**

**Estimated Date Range:** 3/16-3/27  
**Estimated Time Frame:** 15 (10 days in grading period 4)

**Unit Overview:**

This unit is important because it is the first time students are introduced to maps and globes. They will first learn about what maps and globes are. Then, they will compare and contrast maps and globes. Next, they will learn about map skills and use those skills to interpret various maps. Lastly, they will create several of their own maps such as bedroom, classroom, and school. This unit will form the basic map skills foundation they will use throughout their education.

**Big Ideas:**
- Maps and globes help us to better understand places in the world.
- We use terms to describe the relative location of places on a map.

**Essential Questions**
- Why are maps and globes important?
- How can you describe the location of places on a map?
### Concept #2: Map Skills

**Unit 9: Geography: Physical and Human Characteristics**

- **Estimated Date Range:** 3/30-4/17
- **Estimated Time Frame:** 13

**Unit Overview:**

This unit is important because it shows how geography influences our lives. Students will first learn different types of landforms and bodies of water. In this concept they will also learn about weather and natural resources. Next, they will learn about where you live affects your life. This unit will form the foundation for learning more about how our lives are shaped by geography.

**Big Ideas:**
- Landforms, bodies of water, natural resources, and weather make each place unique.
- Your clothing, shelter, food, and activities are influenced by where you live.

**Essential Questions**
- Do all places have the same physical characteristics?
- How does where you live affect how you live?

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<th>Concepts within Unit 9</th>
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<td>Concept #1: Physical Characteristics</td>
<td>K.4A, K.5A, K.15B</td>
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<td>Concept #2: Human Characteristics</td>
<td>K.5B, K.6A</td>
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### Unit 10: Technology Then and Now

- **Estimated Date Range:** 4/20-5/28
- **Estimated Time Frame:** 18

**Unit Overview:**

This unit is important because it helps students better understand the past by comparing it to the present. It also helps them understand the role that technology plays in our lives. Students will first learn about technology by comparing it from the past to today. There will be several examples from which they will compare, but an emphasis will be on communication and transportation. Then, students will focus on how technology helps meet our needs primarily in the home and at school. The last thing students will do is focus on what life would be like without modern technology. This unit will build a strong foundation for 1st grade where students will learn more about specific inventors and how their inventions impact our lives.

**Big Ideas:**
- Technology helps us accomplish tasks and meet our needs.
- As technology changes, so too does the way we live.

**Essential Questions**
- How does technology help us?
- How does changing technology impact our lives?
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<th>Concepts within Unit 10</th>
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**Unit 11: 4th Grading Period Holidays and Observations**

*Estimated Date Range: Taught when holidays fall*
*Estimated Time Frame: 10*

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<th>Concepts within Unit 11</th>
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**Unit Overview:**

In this grading period, the main national patriotic holiday is Independence Day. Students will explain the reasons for Independence Day and identify customs associated with the holiday. In addition, students will create visuals to honor our country.

**Big Ideas:**

- We remember and honor people and events when we celebrate national holidays.

**Essential Questions**

- What is the purpose of national holidays?