

- * Approximate time schedule
- * Approximate # of days for Skills and activities
- * Assessment time suggestions

**Social Studies
Comprehensive Curriculum Scope & Sequence**

Grade K

First Six Weeks - Unit 1

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Unit Lesson	Supplemental	Assessment		
		<p style="text-align: center;">Unit 1 Introduction "School Time" / Start With a Song</p> <p>Describe people and places in the school and community (G-1B-E3) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 1 Intro	See Unit 1 Planning Guide P. 2-3		1	
12 4	7 23	<p style="text-align: center;">My Class and Me</p> <p>Describe people and places in the school and community (G-1B-E3) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify ways in which people are alike and different. (H-1A-E2) Describe people and places in the school and community (G-1B-E3) Describe a situation illustrating a voluntary exchange. (E-1A-E11) Describe personal likes and dislikes. (H-1A-E3)</p>	Unit 1 Lesson 1			2	
		<p style="text-align: center;">A Very Busy Day</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Create simple maps to identify the location of places in the home or classroom (G-1A-E3) Describe people and places in the school and community (G-1B-E3) Identify responsibilities the student has at home and at school (C-1B-E2) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)</p>	Unit 1 Lesson 2			2	
		<p style="text-align: center;">Look at My Classroom</p> <p>Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2)</p>				1	

11	6	<p style="text-align: center;">People to Help Me</p> <p>Describe people and places in the school and community (G-1B-E3) Identify government employees and their roles. (C-1A-E1) Identify responsibilities the student has at home and at school (C-1B-E2) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)</p>	Unit 1 Lesson 3			2	
8	5	<p style="text-align: center;">Finding My Way</p> <p>Create simple maps to identify the location of places in the home or classroom (G-1A-E3) Describe people and places in the school and community (G-1B-E3) Describe the student's role as a member of the family, class, and school. (C-1D-E4)</p>	Unit 1 Lesson 4			2	
		<p style="text-align: center;">Solve a Problem</p> <p>Describe a situation illustrating a voluntary exchange. (E-1A-E11)</p>				1	
7	25	<p style="text-align: center;">What I Learn In School</p> <p>Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2) Describe people and places in the school and community (G-1B-E3) Identify responsibilities the student has at home and at school (C-1B-E2) Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 1 Lesson 5		Unit Test Optional	2	

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Social Studies
Comprehensive Curriculum Scope & Sequence

Grade K

Second Six Weeks - Unit 2							
Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.							
CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Unit Lesson	Supplemental	Assessment		
5	12	<p style="text-align: center;">Unit 2 Introduction "Follow the Rules" / Start With a Story</p> Identify a map and a globe as a representation of Earth. (G-1A-1E) Describe people and places in the school and community (G-1B-E3) Identify reasons for home and classroom rules (C-1A-E7)	Unit 2 Intro	See Unit 2 Planning Guide P. 52-53		1	
1	11	<p style="text-align: center;">School Rules</p> Identify home and class rules, and the persons responsible for enforcement. (C-1A-E1) Identify reasons for home and classroom rules. (C-1A-E7) Describe the student's role as a member of the family, class, and school. (C-1D-E4)	Unit 2 Lesson 1			2	
2 7	11 13	<p style="text-align: center;">Why Have Rules?</p> Identify home and class rules, and the persons responsible for enforcement. (C-1A-E1) Identify reasons for home and classroom rules. (C-1A-E7) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify responsibilities the student has at home and at school (C-1B-E2) Describe a situation illustrating a voluntary exchange. (E-1A-E11)	Unit 2 Lesson 2			1	
3 3	3 12	<p style="text-align: center;">Working Together</p> Identify reasons for home and classroom rules. (C-1A-E7) Identify responsibilities the student has at home and at school (C-1B-E2) Describe the student's role as a member of the family, class, and school. C-1D-E4) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)				1	

		Describe a situation illustrating a voluntary exchange. (E-1A-E1) Use words to describe the chronology of the school day. (H-1A-E1) Participate in designated roles within classroom activities, such as line leader teacher helper, and calendar helper. (ELA-4-E7)					
1	16	<p style="text-align: center;">Working With Leaders</p> Describe people and places in the school and community (G-1B-E3) Identify home and class rules, and the persons responsible for enforcement. (C-1A-E1) Identify government employees and their roles. (C-1A-E1) Identify reasons for home and classroom rules. (C-1A-E7) Identify responsibilities the student has at home and at school (C-1B-E2) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)	Unit 2 Lesson 3			2	
6	13	<p style="text-align: center;">Good Citizens</p> Identify government employees and their roles. (C-1A-E1) Identify reasons for home and classroom rules. (C-1A-E7) Identify responsibilities the student has at home and at school (C-1B-E2) Describe the student's role as a member of the family, class, and school. (C-1D-E4)	Unit 2 Lesson 4			1	
3	22	<p style="text-align: center;">Make a Choice By Voting</p> Identify home and class rules, and the persons responsible for enforcement. (C-1A-E1) Identify reasons for home and classroom rules. (C-1A-E7) Identify responsibilities the student has at home and at school (C-1B-E2) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify ways in which people are alike and different. (H-1A-E2) Describe personal likes and dislikes. (H-1A-E3)				1	
		<p style="text-align: center;">Pledge Allegiance</p> Identify the difference between land and water and locate both on a map or globe (G-1B-E1) Identify home and class rules, and the persons responsible for enforcement. (C-1A-E1) Describe the student's role as a member of the family, class, and school. (C-1D-E4)	Unit 2 Lesson 5			2	

		Describe personal likes and dislikes. (H-1A-E3) Identify customs associated with national holidays. (H-1C-E1)					
		This Is Our Country Identify a map and a globe as a representation of Earth. (G-1A-1E) Recognize the shape of Louisiana and the United States on maps and globes. (G-1A-E2)				1	
		Symbols of Our Country Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify responsibilities the student has at home and at school (C-1B-E2) 13. Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify customs associated with national holidays. (H-1C-E1)	Unit 2 Lesson 6		Unit Test Optional	2	

9	6	<p style="text-align: center;">Land and Earth</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify the difference between land and water and locate both on a map or globe (G-1B-E1) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)</p>	Unit 3 Lesson 2			1	
9	6	<p style="text-align: center;">Water on Earth</p> <p>Identify the difference between land and water and locate both on a map or globe (G-1B-E1)</p>	Unit 3 Lesson 3			1	
7	5	<p style="text-align: center;">Land and Water on Maps and Globes</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2) Identify the difference between land and water and locate both on a map or globe (G-1B-E1)</p>				1	
4	3	<p style="text-align: center;">Where People Live</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2) Describe the daily weather (G-1C-E1) Describe how seasonal changes affect people. (G-1D-E2) Identify government employees and their roles. (C-1A-E1) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 3 Lesson 4			1	
10	6	<p style="text-align: center;">Caring for Earth</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 3 Lesson 5			1	
		<p style="text-align: center;">A World of Stories</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E)</p>	Unit 3 Lesson 6		Unit Test Optional	1	

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Social Studies
Comprehensive Curriculum Scope & Sequence

Grade K

Fourth Six Weeks - Unit 4

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
			Unit Lesson	Supplemental	Assessment		
#	Page						
		<p style="text-align: center;">Unit 4 Introduce the Unit "Looking at People" / Start With a Story</p> <p>Identify ways in which people are alike and different. (H-1A-E2) Describe personal likes and dislikes. (H-1A-E3)</p>	Unit 4 Intro	See Unit 4 Planning Guide P. 180-181		1	
5	23	<p style="text-align: center;">Our Families</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Describe how seasonal changes affect people. (G-1D-E2) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 4 Lesson 1			2	
		<p style="text-align: center;">Special Ways and Special Days</p> <p>Identify ways in which people are alike and different. (H-1A-E2)</p>	Unit 4 Lesson 2			1	
6	23	<p style="text-align: center;">Dr. King Activities</p> <p>Identify customs associated with national holidays. (H-1C-E1)</p>				1	
		<p style="text-align: center;">Put Things into Groups</p> <p>Identify ways in which people are alike and different. (H-1A-E2)</p>				1	
		<p style="text-align: center;">Community Customs</p> <p>Identify customs associated with national holidays. (H-1C-E1)</p>	Unit 4 Lesson 3			1	
5,6	4	<p style="text-align: center;">Find Countries on a Map</p> <p>Identify a map and a globe as a representation of Earth. (G-1A-1E) Recognize the shape of Louisiana and the United States on maps and globes. (G-1A-E2) Demonstrate an understanding of directionality, position, and size by</p>				1	

		correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2) Identify the difference between land and water and locate both on a map or globe (G-1B-E1)					
14	8	People Around the World Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify ways in which people are alike and different. (H-1A-E2)	Unit 4 Lesson 4		Unit Test Optional	1	
		Unit 5 Introduce the Unit "Long Ago and Today"/ Start With a Poem (Day by Day) Identify responsibilities the student has at home and at school (C-1B-E2) Use words to describe the chronology of the school day. (H-1A-E1) Describe personal likes and dislikes. (H-1A-E3) Identify customs associated with national holidays. (H-1C-E1)	Unit 5 Intro	See Unit 4 Planning Guide P. 230-231		1	
13 15	7 8	Change Over Time Describe how seasonal changes affect people. (G-1D-E2) Use words to describe the chronology of the school day. (H-1A-E1)	Unit 5 Lesson 1			1	
		Use a Calendar Identify customs associated with national holidays. (H-1C-E1)				1	
6	23	Holidays Through the Year Identify government employees and their roles. (C-1A-E1) Identify customs associated with national holidays. (H-1C-E1)	Unit 5 Lesson 2			2	

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 *Approximate # of days for Skills and activities
 *Assessment time suggestions

Social Studies
Comprehensive Curriculum Scope & Sequence

Grade K

Fifth Six Weeks - Unit 5 & 6

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CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Unit Lesson	Supplemental	Assessment		
1	22	<p style="text-align: center;">Put Things in Order</p> Use words to describe the chronology of the school day. (H-1A-E1) Identify customs associated with national holidays. (H-1C-E1)				1	
2	22	<p style="text-align: center;">Then and Now</p> Identify ways in which people are alike and different. (H-1A-E2)	Unit 5 Lesson 3			1	
		<p style="text-align: center;">Everyday Life, Long Ago and Today</p> Identify ways in which people are alike and different. (H-1A-E2)	Unit 5 Lesson 4			1	
		<p style="text-align: center;">Heroes, Past and Present</p> Identify ways in which people are alike and different. (H-1A-E2)	Unit 5 Lesson 5		Unit Test Optional	2	
3	17	<p style="text-align: center;">Unit 6 Introduce the Unit "Workers all Around"/ Start with a Story</p> Describe people and places in the school and community (G-1B-E3) Identify government employees and their roles. (C-1A-E1) Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify ways people use money to purchase goods. (E-1A-E3) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)	Unit 6 Intro	See Unit 6 Planning Guide P. 286-287		1	
4 15	10 17	<p style="text-align: center;">The Work People Do</p> Identify a map and a globe as a representation of Earth. (G-1A-1E) Describe people and places in the school and community (G-1B-E3) Identify government employees and their roles. (C-1A-E1) Identify responsibilities the student has at home and at school (C-1B-E2)	Unit 6 Lesson 1			2	

		Describe the student's role as a member of the family, class, and school. (C-1D-E4) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)					
		Workers, Past and Present Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify government employees and their roles. (C-1A-E1) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)	Unit 6 Lesson 2			1	
		Follow a Route on a Map Identify a map and a globe as a representation of Earth. (G-1A-1E) Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little. (G-1A-E2) Create simple maps to identify the location of places in the home or classroom (G-1A-E3) Describe people and places in the school and community (G-1B-E3) Identify work people do and the name of related jobs at home and at school. (E-1A-E7)				1	
9 8	19 18	Meeting Needs Identify a map and a globe as a representation of Earth. (G-1A-1E) Recognize the shape of Louisiana and the United States on maps and globes. (G-1A-E2) Identify ways people use money to purchase goods. (E-1A-E3) Identify ways in which people are alike and different. (H-1A-E2) Describe personal likes and dislikes. (H-1A-E3)	Unit 6 Lesson 3			1	
		Use a Picture Graph				1	
4	12	Why People Work Identify ways people use money to purchase goods. (E-1A-E3) Identify work people do and the name of related jobs at home and at school. (E-1A-E7) Identify ways in which people are alike and different. (H-1A-E2)	Unit 6 Lesson 4			1	
2 5	16 18	What People Do With Money Identify ways people use money to purchase goods. (E-1A-E3) Describe a situation illustrating a voluntary exchange. (E-1A-E11)	Unit 6 Lesson 5			1	
7	18	Make a Choice When Buying				1	

		Identify ways people use money to purchase goods. (E-1A-E3) Use words to describe the chronology of the school day. (H-1A-E1)					
6	18	<p style="text-align: center;">Work Around the World</p> Identify a map and a globe as a representation of Earth. (G-1A-1E) Identify ways people use money to purchase goods. (E-1A-E3)	Unit 6 Lesson 6		Unit Test Optional	1	

**KINDERGARTEN SOCIAL STUDIES THEMES
2007-2008**

BEGINNING OF SCHOOL

ALL ABOUT ME

RULES (CLASS, HOME, SAFETY AND SCHOOL)

MAP AND GLOBES

LAND AND WATER

COMMUNITY HELPERS

AMERICA

HOLIDAYS (THANKSGIVING, CHRISTMAS, ETC.)

ALIKE AND DIFFERENT

FAMILIES

DR. KING

LOUISIANA

SEASONS

HEROES PAST AND PRESENT

BUYING AND SELLING

FIRE SAFETY

1st 6 Weeks 2nd 6 Weeks "School Time"

Week 1 (Aug. 20)

Day 1 - Unit 1 Introduction / Start With a Song (Something New)

Day 2 & 3 - My Class and Me

Day 4 & 5- A Very Busy Day

Week 2 (Aug. 27)

Day 1 - Look at My Classroom

Day 2 & 3 - People to Help Me

Day 4 & 5 - Finding My Way

Week 3 (Sept. 3)

Day 1 - Labor Day

Day 2 - Solve a Problem

Day 3 & 4 - What I Learn In School

Day 5 - Assessment (Optional)

2nd 6 Weeks "Follow the Rules"

Week 1 (Oct. 1)

Day 1 - Unit 2 Introduction / Start With a Story (I See a Sign)

Day 2 - $\frac{1}{2}$ day

Day 3 & 4 - School Rules

Day 5 - Why Have Rules

Week 2 (Oct. 8)

Day 1 - Working Together

Day 2 & 3 - Working With Leaders

Day 4 - Good Citizens

Day 5 - Make a Choice By Voting

Week 3 (Oct. 15)

Day 1 & 2- Pledge Allegiance

Day 3 -This Is Our Country
Day 4 & 5 -Symbols of Our Country
"My Place on Earth"

3rd 6 Weeks

Week 1 (Nov. 12)

Thanksgiving Skills and Activities

Week 2 (Nov. 26)

Day 1 - Unit 3 Introduce the Unit / Start With a Story (As the Crow Flies)

Day 2 - Models and Maps

Day 3 - Read a Neighborhood Map

Day 4 - Land on Earth

Day 5 - Water on Earth

Week 3 (Dec. 3)

Day 1 - No School Staff Development

Day 2 - Land and Water on Maps and Globes

Day 3 - Where People Live

Day 4 - Caring for Earth

Day 5 - A World of Stories

4th 6 Weeks "Looking at People"

Week 1 (Jan. 14)

Day 1 - Unit 4 Introduce the Unit / Start With a Story (Quilts)

Day 2 & 3 - Our Families

Day 4 - Special Ways and Special

Day 5 - Dr. King Activities

Week 2 (Jan. 21)

Day 1 - MLK Holiday

Day 2 - Put Things into Groups

Day 3 - Community Customs

Day 4 - Find Countries on a Map

Day 5 - People Around the World

Week 3 (Jan. 28)

Unit 5 "Long Ago and Today"

Day 1 - Unit 5 Introduce the Unit / Start With a Poem (Day by Day)

Day 2 - Change Over Time

Day 3 - Use a Calendar

Day 4 & 5 - Holidays Through the Year

5th 6 Weeks

Week 1 (Feb. 25)

Day 1 - Put Things in Order

Day 2 - Then and Now

Day 3 - Everyday Life, Long Ago and Today

Day 4 & 5 - Heroes, Past and Present

Week 2 (Mar. 3)

Day 1 - Unit 6 "Workers all Around" Introduce the Unit / Start with a Story (Career Day)

Day 2 - The Work People Do

Day 3 - Workers, Past and Present

Day 4 - Follow a Route on a Map

Day 5 - Meeting Needs

Week 3 (Mar. 10)

Day 1 - Use a Picture Graph

Day 2 - Why People Work

Day 3 - What People Do With Money

Day 4 - Make Choice When Buying

Day 5 - Work Around the World