

**Trinity Area School District  
Social Studies Curriculum Map**

<b>Course: Social Studies Grade: K</b>	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course): Using personal experiences and their initial understanding of themselves in relation to their families, homes, and schools, Kindergarten students will begin the foundation of social studies.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
Systems & Community	<b><u>Civics and Government</u></b>  5.1.K.A: Explain the purpose of rules.  5.1.K.B: Explain the need for rules.  5.1.K.C: Define respect for self and others.  5.1.K.E: Demonstrate responsibilities in the classroom.  5.1.K.F: Identify significant American holidays  5.2.K.A: Identify responsibilities at school.  5.2.K.D: Explain responsible classroom behavior.  5.3.K.C: Identify roles of fire fighters, police officers, and emergency workers.  5.3.K.F: Identify and explain behaviors for	<b><u>Civics and Government</u></b>  We can tell why we have rules.  We can explain our classroom rules.  We can tell why we have laws.  We can tell what a good choice is.  We can tell what a bad choice is.  We can tell ways to be a good friend.  We can tell why we should share and take turns.  We can tell how to be a good friend.  We can tell what it means to work hard and try our best.	<b><u>Civics and Government</u></b>  What does it mean to be a good citizen?

	<p>responsible classroom citizens.</p> <p>5.4.K.B: Identify how students can work together.</p>	<p>We can tell what it means to cooperate.</p> <p>We can tell how to be a helpful citizen.</p> <p>We can explain how to be a good citizen.</p>	



**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b> (In what month(s) will you teach this unit?)	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s) *</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
<b>Semester 1</b>							
Semester 1		Citizenship	<b><u>Civics and Government</u></b>  5.1.K.A: Explain the purpose of rules.  5.1.K.B: Explain the need for rules.  5.1.K.C: Define respect for self and others.  5.1.K.E: Demonstrate responsibilities in the classroom.  5.2.K.A: Identify responsibilities at school.  5.2.K.B: Identify a problem and discuss possible solutions.  5.2.K.C: Identify classroom projects/activities that	<b><u>Civics and Government</u></b>  We can tell why we have rules.  We can explain our classroom rules.  We can tell why we have laws.  We can tell what a good choice is.  We can tell what a bad choice is.  We can tell ways to be a good friend.  We can tell why we should share and take turns.	<b><u>Civics and Government</u></b>  What does it mean to be a good citizen?	<b><u>Civics and Government</u></b>  Citizenship assessment	Unit 1 Citizenship Social Studies Curriculum for Kindergarten  Lakeshore Thematic Tubs (1 set per building)  Journeys whole-group reading selection  Guided reading texts

			<p>support leadership and service.</p> <p>5.2.K.D: Explain responsible classroom behavior.</p> <p>5.3.K.F: Identify and explain behaviors for responsible classroom citizens.</p> <p>5.4.K.A: Identify conflict in the classroom.</p> <p>5.4.K.B: Identify how students can work together.</p>	<p>We can tell how to be a good friend.</p> <p>We can tell what it means to work hard and try our best.</p> <p>We can tell what it means to cooperate.</p> <p>We can tell how to be a helpful citizen.</p> <p>We can explain how to be a good citizen.</p>			
2 <sup>nd</sup> Semester		Community	<p><b><u>Civics and Government</u></b></p> <p>5.3.K.B: Identify the role of adults in authority at home or in school.</p> <p>5.3.K.C: Identify roles of fire fighters, police officers, and emergency workers.</p>	<p><b><u>Civics and Government</u></b></p> <p>We can tell why jobs are important.</p>	<p><b><u>Civics and Government</u></b></p> <p>Why are jobs important?</p>		<p>Unit 3 Community Social Studies Curriculum for Kindergarten</p> <p>Lakeshore Thematic Tubs (1 set per building)</p> <p>Journeys whole-group reading selection</p> <p>Guided reading texts</p>