

**Stratford Public Schools Stratford Public Schools Social Studies Curriculum
Kindergarten –Unit 3**

Unit Name: Community		Est. # of Weeks: approximately 4-5 weeks	
Synopsis: This unit will be an in-depth look at the community including jobs, transportation, weather, and geography.			
STUDENT LEARNING GOALS			
<p>Content-Specific Powered Standards <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</u> 1.4 – Demonstrate an understanding of geographical space and place. 1.5 – Describe the interaction of humans and the environment. 1.6 – Describe patterns of human movement across time and place. 1.11 – Know how different economic systems organize resources. <u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</u> 2.1 – Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials). 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials). 2.4 – Demonstrate ability to participate in social studies discourse through informed</p>		<p>Interdisciplinary Standards (as appropriate)</p> <hr style="border-top: 1px dashed black;"/> <p>Key Vocabulary</p> <p>Weather, warm, cold, hot, cool, rainy, windy, snowy, transportation (various types of transportation), direction and position words such as up/ down , near/far, front/ back, map, community helper, job, responsibility,</p>	

<p>discussion, debate and effective oral presentation.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ▪ We use maps and specific terms that describe distance, direction, and location in order to reach a destination. ▪ The weather helps us know what clothes to wear each day. ▪ Community helpers make the community function in an effective way. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ▪ How can we describe location, direction and distance? ▪ How do maps assist us in locating a destination? ▪ How does the weather affect what we wear? ▪ Why are community helpers an essential part of the community?
<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ Use terms to describe location, direction and distance (up/down, near/far, front/back). ▪ Explain how to get to an important location in the school building. ▪ Describe how climate and weather determine the clothes people wear. ▪ Describe different means of transportation one has experienced. ▪ Identify different kinds of jobs. ▪ Understand that information comes from a variety of sources. ▪ Interpret information from photographs, pictographs and “tally marks.” ▪ Identify water and land areas on a map. ▪ Participate in classroom discussions. 	

ASSESSMENT PLAN

Summative Assessment(s) - attached

Clothes/Weather matching

Transportation sort

Formative and Diagnostic Assessment(s)

KWL Chart

Informal Teacher Observations

Participation in discussions/activities