

2009-2010

Grade K

History - Social Science

SCOPE & SEQUENCE



Redlands Unified School District



ACKNOWLEDGEMENTS

The Redlands Unified School District would like to acknowledge and thank the following people for their contribution in the areas of:

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REDLANDS UNIFIED SCHOOL DISTRICT

History-Social Science

Scope & Sequence

INTRODUCTION:

The History Social-Science *Scope & Sequence* Committees have worked to develop pacing guides for grades Kindergarten through fifth, that ensure RUSD curriculum addresses the Content Standards for California Public Schools. Pearson, Scott Foresman's History Social-Science for California, are the adopted materials. With this in mind, teachers are to use this *Scope & Sequence* as the core of their History-Social Science instruction. Lessons listed in **bold** under "Instructional Support" are "core" lessons and have been selected to ensure that all students have access to the Content Standards for California Public Schools. Lessons listed in *italics* are suggested lessons.

A WORD ABOUT THE DEVELOPMENT OF THE *SCOPE & SEQUENCE*:

The *Scope & Sequence* was developed by grade level groups of teachers from traditional and year-round schools. It is divided into trimesters. The History-Social Science committees used the 2005 Edition of the History-Social Science Framework for California Public Schools as a guide.

Pearson, Scott Foresman History Social-Science for California Series

This adoption is unique in that there are three complementary paths of instruction. The paths each address unique aspects of the standards and are meant to offer a variety of strategies for teaching the standard. Icons have been placed in the Scope and Sequence to identify each path. In addition, Reading, Writing, and Vocabulary lessons are contained within this program. These lessons address the ELA Standards but use the History-Social Science materials. The Scope and Sequence committee was asked to determine from among the materials, lessons that are to be considered "core."

PACING:

Pacing for lessons is not specifically defined and should be planned trimester to trimester. History-Social Science lessons listed in the *Scope and Sequence* are considered the minimum of what should be covered in each grade level. Not all lessons in the Scott Foresman textbook are listed in the *Scope and Sequence*. Only those lessons that adequately address the grade level standards are designated as "core" in this *Scope and Sequence*. Therefore, each trimester may be planned utilizing the following table that lists the number of lessons per trimester:

Lessons by Trimester

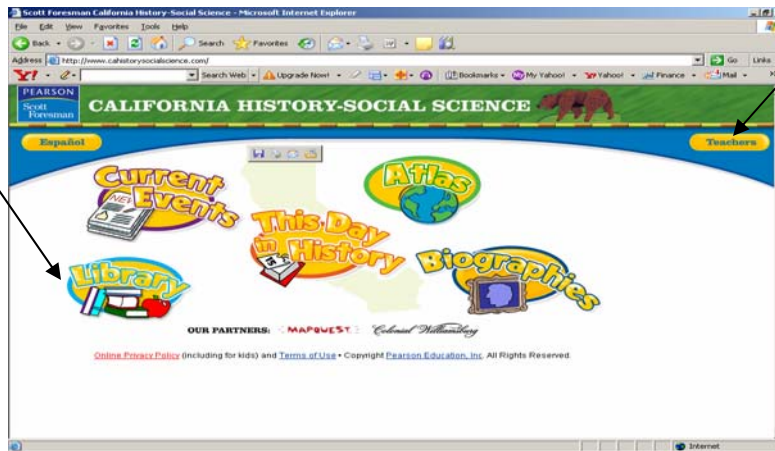
	Trimester 1	Trimester 2	Trimester 3
Grade K	Units 1, 2, 3	Unit 4	Units 5, 6
	5 Lessons	5 Lessons	4 Lessons

Multimedia / Digital Path

Scott Foresman History Social Science for California

This site is
mostly the
“extras”

www.cahistorysocialscience.com







This Tab
does have
information
to support
the printed
materials





www.ca-hss.com










This site
supports the
printed
materials









This site requires a User Name and a Password. This information will be available at each school site








STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.1	Students understand that being a good citizen involves acting in certain ways.	<p>Unit 1 – Getting Along</p> <p>Lesson K.1.1</p> <p> Text Path TE p. 1T14</p> <p> Digital Path TE p. 4T1 (DVD) Introduction and Video – Rules We Live By</p> <p>(DVD) Unit Song – The Passing Game</p> <hr/> <p><i>English Learners – Understanding Rules TE p. 1T13</i></p> <hr/> <p><i>Extra Support – Compare and Contrast TE p. 1T13</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 1T13</i></p>
H-SS	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	<p>Lesson K.1.2</p> <p> Digital Path TE p. 8T1 (DVD) Introduction and Video – You Can Be a Good Citizen</p> <p><i>Literature Selection – <u>The Story of Ruby Bridges</u>, <u>The Crow and the Pitcher</u>, <u>Honest Abe</u>, <u>The Empty Pot</u>, <u>What About Me?</u>, <u>The Glorious Flight</u></i></p> <p> Active Path TE p. 8T2</p>






STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	 <i>Digital Path – Online Interactive Practice: Good Citizens TE p. 8T1</i>
			<i>English Learners – Understanding Traits TE p. 5T3</i>
			<hr style="border-top: 1px dashed black;"/> <i>Extra Support – Make a List TE p. 5T3</i>
			<hr style="border-top: 1px dashed black;"/> <i>Challenge – Respond to Concepts TE p. 5T3</i>
<div style="background-color: #e0e0e0; padding: 5px; border: 1px solid black;"> <i>Use Flip Chart at your discretion TE pp. 1T8-9</i> </div>			
			<p style="text-align: center;">Lesson K.1.3</p>
			 Digital Path TE p. 12T1 (DVD) Introduction and Video – What do stories teach us?
			<i>Literature Selection – <u>Goldilocks and the Three Bears</u>, <u>Anansi and the Moss-Covered Rock</u></i>
			 Active Path TE p. 12T2
			 <i>Digital Path – Online Interactive Practice: Learning from Stories TE p. 12T1</i>
			<i>Content Readers – <u>Rules</u>, <u>Why We Have Rules</u>, <u>Rules Make Life Work</u> TE p. 12T10</i>
			<i>Read-Aloud Literature – <u>Arnie and the New Kid</u> TE p. 12T11</i>
			<hr/> <i>English Learners – Understanding Characters in Stories TE p. 9T3</i>
			<hr style="border-top: 1px dashed black;"/> <i>Extra Support – Make Character Connections TE p. 9T3</i>
			<hr style="border-top: 1px dashed black;"/> <i>Challenge – Respond to Text TE p. 9T3</i>




STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	<p>Unit 2 – Symbols</p> <p>(DVD) Unit Song – The Symbol Song</p> <p>Lesson K.2.1</p> <p> Digital Path TE p. 16T1 (DVD) Introduction and Video – State and National Symbols</p> <p> Text Path TE p. 13T12</p> <p> <i>Digital Path – Online Interactive Practice: Country and State Symbols TE p. 16T1</i></p> <p><i>Content Readers – <u>Look, a Flag, Symbols, Symbols of our Land</u> TE p. 16T10</i></p> <p><i>Read-Aloud Literature – <u>L is for Liberty</u> TE p. 16T11</i></p> <hr/> <p><i>English Learners – Understanding Symbols for Country and State TE p. 13T11</i></p> <hr/> <p><i>Extra Support – Compare and Contrast TE p. 13T11</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 13T11</i></p>






STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	<p>Unit 3 – Work</p> <p>(DVD) Unit Song – Working Everyday</p> <p>Lesson K.3.1</p> <p> Digital Path TE p. 20T1</p> <p>(DVD) Introduction and Video – Jobs People Have</p> <p> Text Path TE p. 17T12</p> <p> <i>Digital Path – Online Interactive Practice: Community Jobs TE p. 20T1</i></p> <p> <i>Active Path – TE p. 20T2</i></p> <p><i>Content Readers – <u>Jobs, Jobs, Jobs, Who Does This Job?, Jobs In My Community</u> TE p. 20T10</i></p> <p><i>Read-Aloud Literature – <u>Ma Dear’s Aprons</u> TE p. 20T11</i></p> <hr/> <p><i>English Learners – <u>Jobs People Do</u> TE p. 17T11</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Extra Support – <u>Model Concepts</u> TE p. 17T11</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Challenge – <u>Invent a Job</u> TE p. 17T11</i></p>




STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	<p>Unit 4 – Where We Are</p> <p>(DVD) Unit Song – Location Words</p> <p>Lesson K.4.1</p>
H-SS	K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	<p> Digital Path TE p. 24T1 (DVD) Introduction and Video – Let’s Learn About Location</p> <p> Text Path TE p. 21T14</p> <p> <i>Active Path TE p. 24T2</i></p> <p> <i>Digital Path – Online Interactive Practice: All Around You TE p. 24T1</i></p> <hr/> <p><i>English Learners – Use Position Words TE p. 21T13</i></p> <hr/> <p><i>Extra Support – Model Concepts TE p. 21T13</i></p> <hr/> <p><i>Challenge – Follow Oral Directions TE p. 21T13</i></p>
H-SS	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories	<p>Lesson K.4.2</p> <p> Text Path TE p. 25T4</p> <p> Digital Path TE p. 28T1 (DVD) Introduction and Video – Colors on Maps and Globes</p> <p> <i>Active Path TE p. 28T2</i></p> <p> <i>Digital Path – Online Interactive Practice: Land or Water? TE p. 28T1</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	<p><i>English Learners – Analyze Maps and Globes TE p. 25T3</i></p> <hr/> <p><i>Extra Support – Apply Concepts TE p. 25T3</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 25T3</i></p> <p>Lesson K.4.3</p> <p> Digital Path TE p. 32T1 (DVD) Introduction and Video – Symbols in My Neighborhood</p> <p> Text Path TE p. 29T4</p> <p> <i>Active Path TE p. 32T2</i></p> <p> <i>Digital Path – Online Interactive Practice: Symbols Are Everywhere TE p. 32T1</i></p> <hr/> <p><i>English Learners – Analyze Symbols TE p. 29T3</i></p> <hr/> <p><i>Extra Support – Apply Concepts TE p. 29T3</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 29T3</i></p>
H-SS	K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	<p>Lesson K.4.4</p> <p> Digital Path TE p. 36T1 (DVD) Introduction and Video – Models and Maps</p> <p> Text Path TE p. 33T4</p> <p> <i>Active Path TE p. 36T2</i></p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.4. 5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	 <i>Digital Path – Online Interactive Practice: My Neighborhood TE p. 36T1</i>
			<i>English Learners – Describe the Neighborhood TE p. 33T3</i>
			<i>Extra Support – Build Background TE p. 33T3</i>
			<i>Challenge – Extend Concepts TE p. 33T3</i>
			Lesson K.4.5
			 Digital Path TE p. 40T1 (DVD) Introduction and Video – Workers at My School
			 Text Path TE p. 37T4
			 <i>Active Path TE p. 40T2</i>
			 <i>Digital Path – Online Interactive Practice: My School TE p. 40T1</i>
			<i>Content Readers – <u>Who Is My Neighbor?, My Neighborhood, Neighbors Far and Near</u> TE p. 40T10</i>
<i>Read-Aloud Literature – <u>Get Set for Kindergarten: The World Around Us</u> TE p. 40T11</i>			
<i>English Learners – Mapping a School TE p. 37T3</i>			
<i>Extra Support – Build Background TE p. 37T3</i>			
<i>Challenge – Draw a School Worker TE p. 37T3</i>			

		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	<p>Unit 5 – Calendars (DVD) Unit Song – Calendar Hop</p> <p>Lesson K.5.1</p> <p> Digital Path TE p. 44T1 (DVD) Introduction and Video – Time for School</p> <p> Text Path TE p. 41T12</p> <p> <i>Digital Path - Online Interactive Practice: My Calendar TE p. 44T1</i></p> <p><i>Read-Aloud Literature – <u>Today is Monday</u> TE p. 44T11</i></p> <p><i>Content Readers – <u>Happy Birthday To Me!</u>, <u>Birthday Celebrations</u>, <u>It Is My Birthday!</u> TE p. 44T10</i></p> <hr/> <p><i>English Learners – Discuss Time and Calendars TE p. 41T11</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 41T11</i></p> <hr/> <p><i>Challenge - Make a Birthday Pictograph TE p. 41T11</i></p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.6	Students understand that history relates to events, people, and places of other times.	<p>Unit 6 – Times Past</p> <p>(DVD) Unit Song – Hooray for Holidays</p>
H-SS	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	<p>Lesson K.6.1</p> <p> Digital Path TE p. 48T1 (DVD) Introduction and Video – Holidays and Special Days</p> <p> Text Path TE p. 45T14</p> <p> <i>Digital Path – Online Interactive Practice: Holidays TE p. 48T1</i></p> <hr/> <p><i>English Learners – Discuss Holidays TE p. 45T13</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 45T13</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 45T13</i></p>
H-SS	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	<p>Lesson K.6.2</p> <p> Digital Path TE p. 52T1 (DVD) Introduction and Video – Learning About Legends</p> <p> Text Path TE p. 49T4</p> <hr/> <p><i>English Learners – History TE p. 49T3</i></p> <hr/> <p><i>Extra Support – Make Connections TE p. 49T3</i></p> <hr/> <p><i>Challenge – Act It Out TE p. 49T3</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	<p>Lesson K.6.3</p> <p> Digital Path TE p. 56T1 (DVD) Introduction and Video – Living Long Ago</p> <p> Text Path TE p. 53T4</p> <p> <i>Active Path TE p. 56T2</i></p> <p><i>Content Readers – <u>George Washington, George Washington: Our First President, George Washington: Father of Our Country</u> TE p. 56T10</i></p> <p><i>Read-Aloud Literature – <u>One Little, Two Little, Three Little Pilgrims</u> TE p. 56T11</i></p> <hr/> <p><i>English Learners – <u>Then and Now</u> TE p. 53T3</i></p> <hr/> <p><i>Extra Support – <u>Model Concepts</u> TE p. 53T3</i></p> <hr/> <p><i>Challenge – <u>Extend Concepts</u> TE p. 53T3</i></p>