

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: Kindergarten
Subject: Social Studies

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).




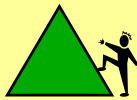

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.




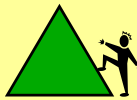

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

HPS Scope Sequence - Social Studies
Kindergarten - Revision 08/2010






Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will					
History						
Living and Working Together						
K-H2.0.1	Distinguish among yesterday, today, tomorrow.	Develop a sense of time by putting personal events in chronological order.	Y		yesterday, today, tomorrow, family history, calendar, future, past	teacher observation, class participation
Environment and Society						
K-C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Demonstrate ability to follow rules, take turns, complete chores and work cooperatively in groups without being reminded.	Y		responsibility, self-control, cooperation, rules, take turns, share	teacher observation, class participation, classroom behavior
Civics and Government						
Values and Principals of American Democracy						
K-C2.0.1	Identify our country's flag as an important symbol of the United States.	Identify and understand that the United States flag is a symbol of our country.	Y		flag, United States, symbol, country	teacher observation, class discussion






Quarter 1

Quarter 1						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will					
K-C2.0.2	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).	Use classroom and personal experiences to understand why rights have limits.	Y		fair, common good, rights of others, limits	teacher observation, class discussion
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issue						
K-P3.1.1	Identify classroom issues.	Identify a classroom issue, analyze various perspectives and generate possible resolutions.	Y		classroom issue	teacher observation, class discussion





Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will					
History						
Living and Working Together						
K-H2.0.1	Distinguish among yesterday, today, tomorrow.	Develop a sense of time by putting personal events in chronological order.	Y		yesterday, today, tomorrow, family history, calendar, future, past	teacher observation, class participation
Civics and Government						
Environment and Society						
K-C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Demonstrate ability to follow rules, take turns, complete chores and work cooperatively in groups without being reminded .	Y		responsibility, self-control, cooperation, rules, take turns, share	teacher observation, class participation, classroom behavior
Market Economy						
K-E1.0.1	Describe economic wants they have experienced.	Describe personal wants such as toys, food, entertainment, and clothing.	2	5	wants	teacher observation, class discussion
Public Discourse, Decision Making, and Citizen Involvement						





Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will			10 		
Identifying and Analyzing Public Issue						
K-P3.1.1	Identify classroom issues.	Identify a classroom issue, analyze various perspectives and generate possible resolutions.	Y		classroom issue	teacher observation, class discussion
K-P3.1.2	Use simple graphs to explain information about a classroom issue.	Construct and explain simple graphs as a way of interpreting and analyzing data related to classroom issues.	Q2, Q3, Q4	5	graph	teacher observation, class discussion, class participation



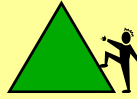

Quarter 3

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will			9		
History						
Living and Working Together						
K-H2.0.1	Distinguish among yesterday, today, tomorrow.	Develop a sense of time by putting personal events in chronological order.	Y		yesterday, today, tomorrow, family history, calendar, future, past	teacher observation, class participation
Geography						
The World In Spatial Terms						
K-G1.0.1	Recognize that maps and globes represent places.	Use the immediate environment to recognize that geographers use maps to represent places.	3	5	maps, place, globes, location	teacher observation, class discussion
K-G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	Explore positional/directional words and their meaning to identify significant locations in the classroom.	Y		up/down, in/out, above/below, locations, between, beside, next to	teacher observation, class participation
Civics and Government						
Environment and Society						






Quarter 3

Quarter 3						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will			9		
K-C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Demonstrate ability to follow rules, take turns, complete chores and work cooperatively in groups without being reminded.	Y		responsibility, self-control, cooperation, rules, take turns, share	teacher observation, class participation, classroom behavior




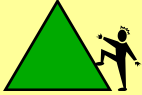

Quarter 3

Quarter 3						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
	Students will			9		
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issue						
K-P3.1.1	Identify classroom issues.	Identify a classroom issue, analyze various perspectives and generate possible resolutions.	Y		classroom issue	teacher observation, class discussion
K-P3.1.2	Use simple graphs to explain information about a classroom issue.	Construct and explain simple graphs as a way of interpreting and analyzing data related to classroom issues.	Q2, Q3, Q4	4	graph	teacher observation, class discussion, class participation

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
				11		
	Students will					
History						
Living and Working Together						
K-H2.0.1	Distinguish among yesterday, today, tomorrow.	Develop a sense of time by putting personal events in chronological order.	Y		yesterday, today, tomorrow, family history, calendar, future, past	teacher observation, class participation
Civics and Government						
Environment and Society						
K-C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Demonstrate ability to follow rules, take turns, complete chores and work cooperatively in groups without being reminded.	Y		responsibility, self-control, cooperation, rules, take turns, share	teacher observation, class participation, classroom behavior
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issue						
K-P3.1.1	Identify classroom issues.	Identify a classroom issue, analyze various perspectives and generate possible resolutions.	Y		classroom issue	teacher observation, class discussion

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Vocabulary	Examples of Embedded Assessment(s)
				11		
	Students will					
K-P3.1.2	Use simple graphs to explain information about a classroom issue.	Construct and explain simple graphs as a way of interpreting and analyzing data related to classroom issues.	Q2, Q3, Q4	1	graph	teacher observation, class discussion, class participation
Persuasive Communication About a Public Issue						
K-P3.3.1	Express a position on a classroom issue.	Express what you think about a classroom issue by talking to others, drawing, acting, writing and voting.	4	3	express a position	teacher observation, class discussion
Citizen Involvement						
K-P4.2.2	Participate in projects to help or inform others.	Become involved in projects that help or inform others.	4	7	participate, communicate	teacher observation, class discussion, project
Geography						
The World In Spatial Terms						
K-G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	Explore positional/directional words and their meaning to identify significant locations in the classroom.	Y		up/down, in/out, above/below, locations, between, beside, next to	teacher observation, class participation