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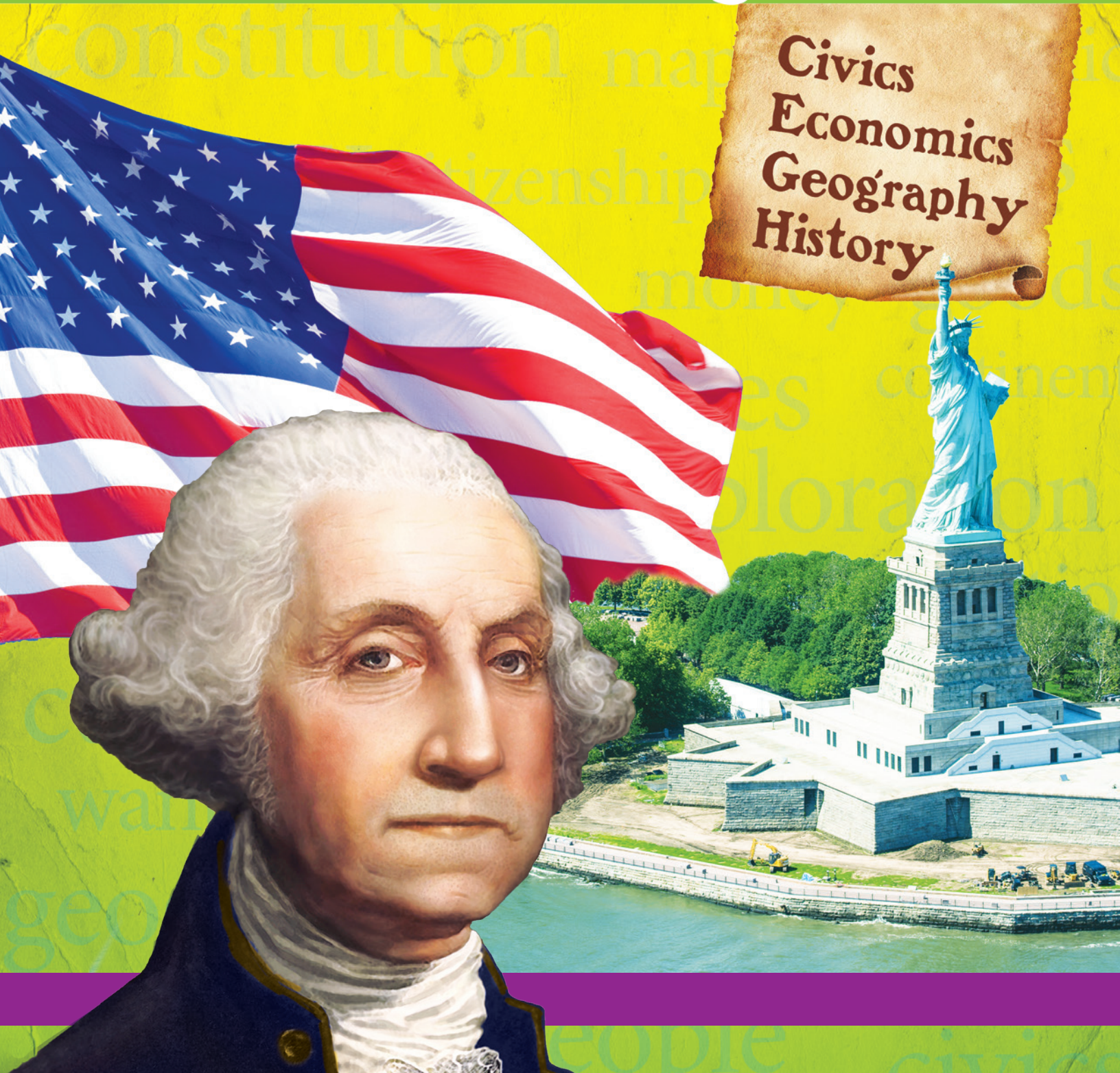
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PRACTICE - ASSESS - DIAGNOSE

Level  
**K**

# 180 Days of **SOCIAL STUDIES** for Kindergarten

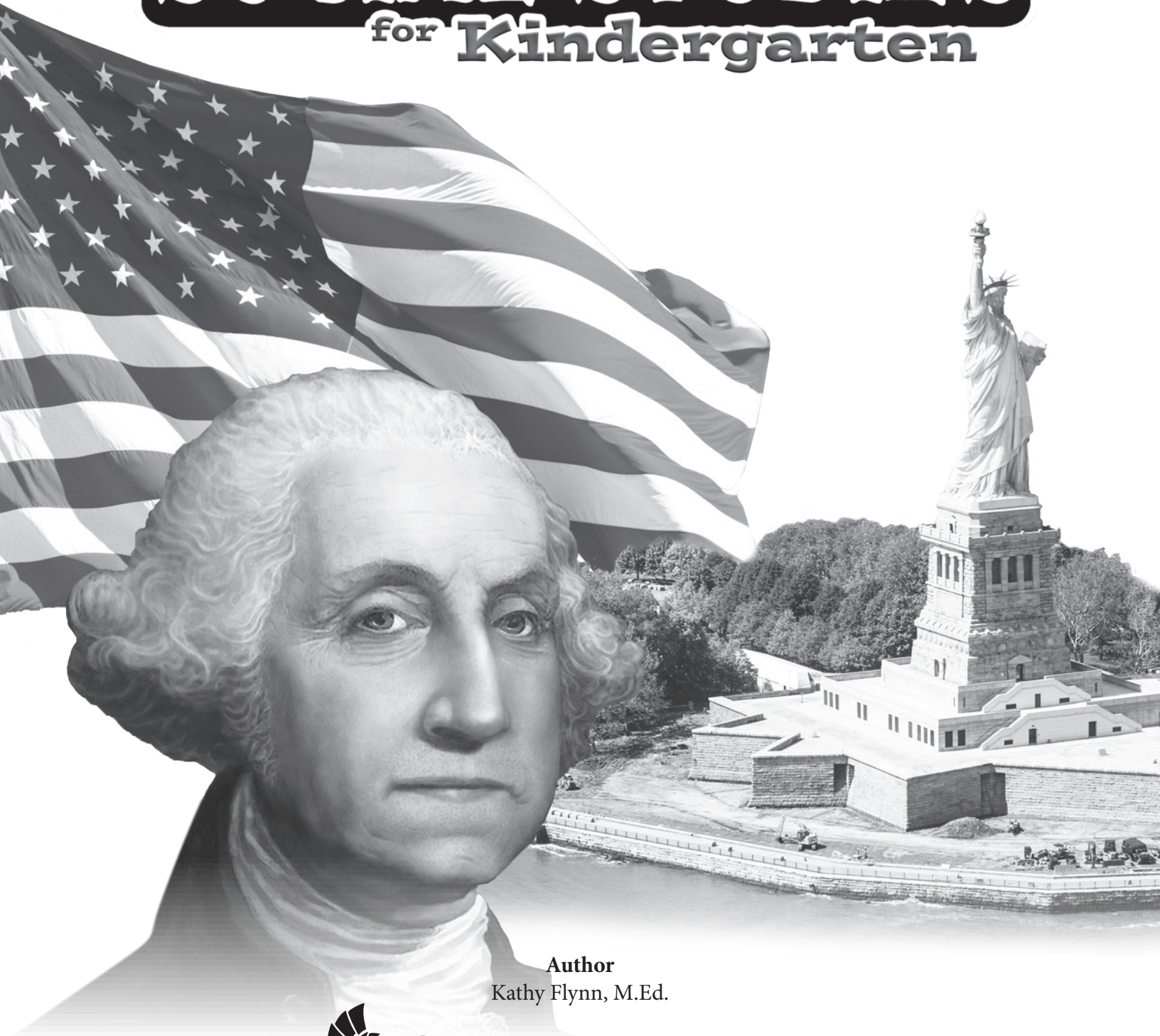


Civics  
Economics  
Geography  
History



PRACTICE - ASSESS - DIAGNOSE

# 180 Days of SOCIAL STUDIES for Kindergarten



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SHELL EDUCATION

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## Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

### The Need for Practice

To be successful in today’s social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.



# Introduction *(cont.)*

## Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

## Best Practices for This Series

- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.

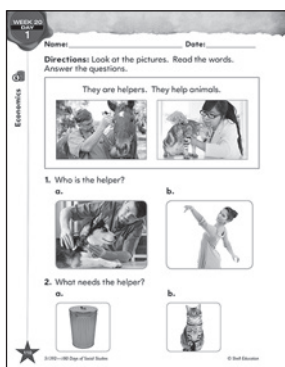


# How to Use This Book *(cont.)*

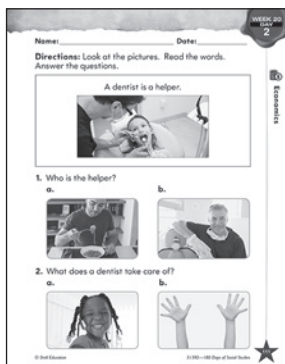
## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.



**Day 1:** Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.



**Day 2:** Students read a text and answer questions. Typically, this content is more specialized than Day 1.



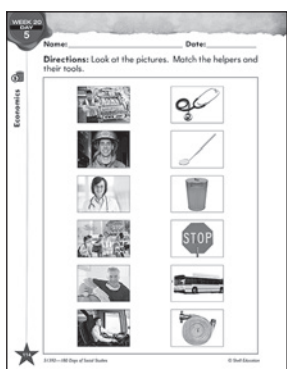
**Day 3:** Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

# How to Use This Book *(cont.)*

## Using the Practice Pages *(cont.)*



**Day 4:** Students analyze an image or text and answer questions. Then, students make connections to their own lives.



**Day 5:** Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 200) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 204). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 206–207). These charts are also provided in the Digital Resources as PDFs, *Microsoft Word*® files, and *Microsoft Excel*® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 208 for more information.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the pictures. Read the words. Circle the correct answers.



We have rules at school.



Share.



Clean up.



Keep your hands to yourself.

1. Which picture is a rule?

a.



b.



2. How do rules make us feel?

a.



b.







Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the pictures. Read the words. Circle the correct answers.

Food goes to stores.



1. Which comes first?

a.



b.



2. Which comes next?

a.



b.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the pictures. Read the words. Answer the question.

We help clean up.



1. Who is helping?

a.



b.

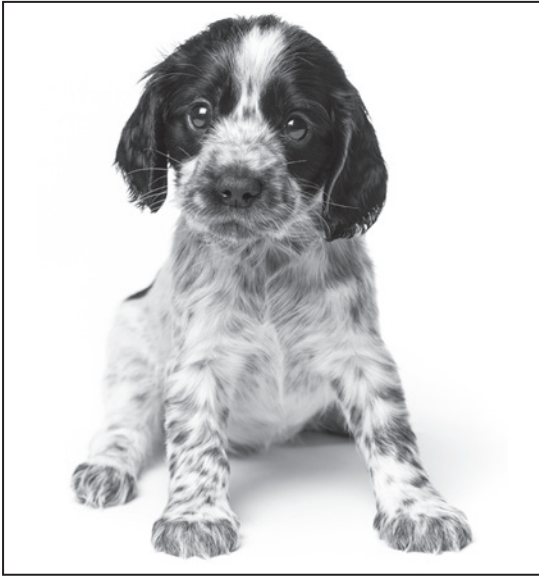


2. Draw yourself cleaning up.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the pictures. Read the words.

We want a dog.



What do we need for a dog?



Draw a dog and three things the dog needs.



Economics



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Match the pictures of jobs.

## Jobs Long Ago and Jobs Today

