2015 Kindergarten History/Social Studies Pacing & Curriculum Guide

Symbol Key

Split: This Standard of Learning has been <i>split</i> into more than one nine-week	☐ Incorporate: Incorporate this skill into the daily routine.
block.	
integrate: This skill should NOT be taught in isolation.	Review: This skill was taught for mastery in a previous nine-week block. Continue to
Integrate the skill into daily lessons.	<i>review</i> this mastered skill, with heavy emphasis, in the listed nine-week block.
Integrate the whole nine weeks:	
K.1	
The student will demonstrate skills for historical thinking, geographical analysis, economic	
decision making and responsible citizenship by	
i) practicing good citizenship skills while collaborating, compromising, and	
participating in classroom activities; and	
j) developing fluency in content vocabulary and comprehension of oral, written, and	
visual sources.	

First Nine Weeks

Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
School Time Routines Procedures Building features Fire Drills Key Employees Following plassroom & school rules K.1 (a) The student will demonstrate skills for historical thinking geographical analysis, economic decision making an responsible citizenship by a) viewing artifacts and primary and secondar sources to develop understanding of history; d) asking appropriate questions to solve problem e) comparing and contrasting people, places, of events: g) making connections between past an present; i) practicing good citizenship skills while collaborating compromising, an participating in classroom activities; and j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. K.10 Civics Strand Demonstrate that being a good citizen involves	classroom cl c) taking care of and respecting others d) following ru the conseque e) practicing he kindness to of f) participating the classroof g) participating settings K.1 The student will de historical thinking economic decision responsible citizer i) practicing skills wh compron participa activities j) developing	and sharing nsibility for certain nores of personal belongings ng what belongs to les and understanding ences of breaking rules onesty, self-control, and others g in decision-making in m g successfully in group emonstrate skills for g, geographical analysis, making and aship by ng good citizenship ile collaborating, nising, and ating in classroom	Geography Strand Describe relative lo using positional wo above/below, left/ri K.1 The student will der geographical analyst responsible citizents d) asking appropriat i) practicing good c compromising, and and j) developing fluence comprehension of o	cation of people, pla rds, with emphasis of ght, and behind/in f monstrate skills for sis, economic decision hip by te questions to solve itizenship skills white participating in class by in content vocabu	on near/far, front. historical thinking, on making and e a problem. ele collaborating, escroom activities;	Pacing & Adjustment Benchmark Assessment

oral, written, and visual sources. K.11, Civics Strand The student will develop an understanding of how communities express patriotism through events and symbols by a) the American Flag b) Recognizing the Pledge of Allegiance		
Interactive Reading & Note-taking Framework: p. 8	Interactive Reading & Note-taking Framework: p.3	
Scope & Sequence: p. 1-14 Text: pp. 4-15	Text: pp. 32-39 Enhanced Scope & Sequence: pp. 30-39	

Second Nine Weeks

② Integrate: This skill should NOT be taught in isolation. Integrate the skill into daily lessons.

Integrate the whole nine weeks:

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by j) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<mark>K.3, K.8</mark> □			K.1		K.2			
K.1 K.2,			History Strand		History Strand			
History Strand			 b) Recognize that l 	nistory describes	Describe everyday	life in the present and	l in the past and	
a) Recognize that	history describes even	ts and people of	events and peop	le of other times	begin to recognize	that things change ov	er time.	
other times and	places by identifying	examples of past	and places by id	entifying the	K.9			
	ds, stories, and historic		people and even	ts honored by the	K.11, Civics Stran	d		
K.1.a.1 Powha	tan, Pocahontas and	George	holidays of:			rican flag & the Pledge		
Washington		_	K.1.b.1 Thanksg	iving Day		dent is the leader of the	United States.	
K.1.a.2 Betsy l	Ross and Abraham L	incoln	— and MLK Day		K.11, Civics Strand			Pacing &
The student will re	cognize that history d	<mark>lescribes events</mark>	- K.1.b.2 Presider	nts' Day	The student will de	velop an understanding	of how communities	Adjustment
and people from ot	her times and places	<mark>by</mark>	& Independence	Day (Fourth		hrough events and sym		
a) identifying exa	<mark>imples of historical e</mark>	vents, stories, and	of July)		a) Knowing	that the president is the	e leader of the United	
legends that de	escribe the developme	ent of the local	K.3,		States; an			
community; ar	<mark>ıd</mark>		The student will seque	<mark>ence events in</mark>		ing the holidays and pe		Benchmark
b) identifying wh	o helped establish an	<mark>d lead the local</mark>	the past and present a	<mark>ınd begin to</mark>		ving Day; Martin Luthe		Assessment
community ov	<mark>er time</mark>		recognize that things	<mark>change over</mark>		Vashington's Birthday (President's Day	
K.1 The student will	demonstrate skills fo	<mark>r historical</mark>	<mark>time.</mark>		K.1			
thinking, geographic	<mark>al analysis, economic</mark>	decision making	K.1			monstrate skills for hist	- 0.	
and responsible citize	<mark>enship by</mark>		The student will demo			sis, economic decision i	<mark>making and</mark>	
c) gathering and clas	<mark>sifying information, s</mark>	<mark>sequencing</mark>	for historical thinking	<mark>, geographica</mark> l	responsible citizens			
events, and separatin	g fact from fiction to	improve	analysis, economic de	cision making		d classifying information		
understanding of the	community;		and responsible citize	<mark>nship </mark> by		separating fact from fict	tion to improve	
e) comparing and con	ntrasting people, pla	<mark>ces, or events;</mark>	c) gathering and class	<u>ifying</u>	understandin	g of the community;		

f) recognizing direct cause-and-effect relationships	information, sequencing events, and	<u>K.10, K.4</u> (°°)	
K.10, K.4	separating fact from fiction to		
(R)	improve understanding of the		
	<u>community;</u>		
	e) comparing and contrasting people,		
	places, or events;		
	g) making connections between past		
	and present		
	K.10, K.4		
Interactive Reading & Note-taking	Interactive Reading & Note-taking	Interactive Reading & Note-taking	
Framework: pp. 1-2	Framework: p. 1-2	Framework: p. 2	
Scope & Sequence: pp. 52-59	Scope & Sequence: p. 23-29	Scope & Sequence: pp. 16-31	
Textbook: pp. 60-69	Textbook: pp. 52-59	Textbook: pp.52-55	
		Resource: pp. 63-83	
		Interactive Rdg. & Note-taking	
		Framework: p. 9	
		Scope & Sequence:	
		pp. 16-22	
		Text: pp. 16-21	

Third Nine Weeks

integrate: This skill should NOT be taught in isolation.

Integrate the skill into daily lessons.

Integrate the whole nine weeks:

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
K.4 K.5				K.5 K.6			K.1.a, K.1.b	
Geography Strand				Geography Strand			K.1, K.2, K.4,	
	ll use simple maps and g	<mark>lobes to</mark>		K.5.a			®	
Use simple maps and				The student will dev	elop an awareness that	at maps & globes		
	ness that a map is a drav		ow where things are	a) Show a view from	m above.			
located & that a globe	is a round model of the E	arth		K.5.b K.6b				Daging 6
K.4.b				Maps & globes show	v <mark>things in smaller siz</mark>	<mark>e; and</mark>		Pacing &
Describe locations				K.5.c K.6c				Adjustment
b) describe places refe	renced in historical events	s, stories and real-life	<mark>situations;</mark>	Maps & globes show	w the positions of obje	<mark>ects</mark>		
K.4.e				K.1 The student will	l demonstrate skills fo	r historical		Donohmoule
Locate land & water				thinking, geographic	cal analysis, economic	c decision making		Benchmark
d) locate land and	water features			and responsible citiz	<mark>zenship by</mark>			Assessment
e) identify basic n	<mark>nap symbols in a map lege</mark>	e <mark>nd; and</mark>		b) using basic map s	kills to support an unc	derstanding of		
f) identify places	<mark>and objects of a familiar a</mark>	<mark>rea.</mark>		the community				
K.9 □								
K.1 The student will	demonstrate skills for hi	storical thinking, geo	ographical analysis,					
economic decision ma	aking and responsible ci	tizenship by						

b) using basic map skills to support an understanding of the community		
Interactive Reading & Note-taking Framework: p. 4 Scope & Sequence: pp. 40-48 Textbook: pp. 40-51	Interactive Reading & Note-taking Framework: p. 5 Scope & Sequence: p. 40-48 Textbook: pp. 40-51, 60-69	

Fourth Nine Weeks

integrate: This skill should NOT be taught in isolation.

Integrate the skill into daily lessons.

Integrate the whole nine weeks:

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and

j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
K.6 Economics Strand Match simple descript those jobs. K.7 The student will desc surroundings of a com Their food, clothing, si K.1 The student will d geographical analysis, citizenship by c) gathering and clas separating fact from community;	Week 2 ions of work that people or the location, community affect the way people the leter, transportation, and emonstrate skills for economic decision making information, sequence of the location in the location, and location in the location in the location, and location in the location	do with the names of limate, and physical ople live including l recreation historical thinking, king and responsible uencing events, and inderstanding of the	K.7.a Economics Strand Recognize that peop because they cannot they want. K.8 The student will materials	tch simple that people do with obs. nonstrate skills for geographical decision making and hip by	Explain that people money to buy the thire student will a) recognize choices be cannot have they want; b) explain the earn mone things they K.1 The student will den for historical thinking analysis, economic of	work to earn ings they want. that people make cause they we everything and at people work to by to buy the y want. nonstrate skills ag, geographical decision making	Week 8 K.1.b ® K.1, K.2, K.4	Pacing & Adjustment Benchmark Assessment
K.10, K.4			while collaborating,	compromising, and sroom activities; and y in content prehension of oral, ources.	and responsible citiz h) using a decision-r make informed decis i) practicing good ci while collaborating, and participating in	tenship by making model to sions; tizenship skills compromising,		

	The student will develop an understanding of how communities express patriotism through events and symbols by a) Recognizing the holidays and people associated with and Independence Day (Fourth of July) K.10, K.4	activities; and j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. K.10, K.4
Interactive Reading & Note taking Framework: p. 6 Textbook: 70-79 Enhanced Scope & Sequence: 78-87	Interactive Reading & Note taking Framework: p. 7 Textbook: 70-79 Enhanced Scope & Sequence: 88-95	Interactive Reading & Note taking Framework: p.7 Textbook: 86-87 Enhanced Scope & Sequence: pp. 88-95