

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 block.	□ Incorporate: <i>Incorporate</i> this skill into the daily routine.
😊 Integrate: This skill should NOT be taught in isolation. <i>Integrate the skill into daily lessons.</i> Integrate the whole nine weeks: K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by <ul style="list-style-type: none"> 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. 	® Review: This skill was taught for mastery in a previous nine-week block. Continue to <i>review</i> this mastered skill, with heavy emphasis, in the listed nine-week block.

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 classroom & school rules K.1 😊 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by <ul style="list-style-type: none"> a) viewing artifacts and primary and secondary sources to develop understanding of history; d) asking appropriate questions to solve a problem e) comparing and contrasting people, places, or events; g) making connections between past and present; 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. K.10 Civics Strand Demonstrate that being a good citizen involves			K.8 □ K.10 😊 Civics Strand Demonstrate that being a good citizen involves <ul style="list-style-type: none"> a) taking turns and sharing b) taking responsibility for certain classroom chores c) taking care of personal belongings and respecting what belongs to others d) following rules and understanding the consequences of breaking rules e) practicing honesty, self-control, and kindness to others f) participating in decision-making in the classroom g) participating successfully in group settings K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by <ul style="list-style-type: none"> i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and j) developing fluency in content vocabulary and comprehension of 		K.3 □ K.4 😊 Geography Strand Describe relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front. K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by <ul style="list-style-type: none"> d) asking appropriate questions to solve a problem. 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 			Pacing & Adjustment Benchmark Assessment

a) taking turns and sharing b) taking responsibility for certain classroom chores c) taking care of personal belongings and respecting what belongs to others	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 Scope & Sequence: p. 1-14 Text: pp. 4-15	Interactive Reading & Note-taking Framework: p.3 Text: pp. 32-39 Enhanced Scope & Sequence: pp. 30-39	

Second Nine Weeks



Integrate: This skill should NOT be taught in isolation.

***Integrate* the skill into daily lessons.**

Integrate the whole nine weeks:

K.1

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
- k) 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
<p>K.3, K.8 □</p> <p>K.1-K.2,</p> <p>History Strand</p> <p>a) Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories, and historical accounts of:</p> <p>— K.1.a.1 Powhatan, Pocahontas and George Washington</p> <p>— K.1.a.2 Betsy Ross and Abraham Lincoln</p> <p>The student will recognize that history describes events and people from other times and places by</p> <p>a) identifying examples of historical events, stories, and legends that describe the development of the local community; and</p> <p>b) identifying who helped establish and lead the local community over time</p> <p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by</p> <p>c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;</p> <p>e) comparing and contrasting people, places, or events;</p>			<p>K.1</p> <p>History Strand</p> <p>b) Recognize that history describes events and people of other times and places by identifying the people and events honored by the holidays of:</p> <p>— K.1.b.1 Thanksgiving Day and MLK Day</p> <p>— K.1.b.2 Presidents' Day & Independence Day (Fourth of July)</p> <p>K.3,</p> <p>The student will sequence events in the past and present and begin to recognize that things change over time.</p> <p>K.1</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by</p> <p>c) gathering and classifying</p>		<p>K.2</p> <p>History Strand</p> <p>Describe everyday life in the present and in the past and begin to recognize that things change over time.</p> <p>K.9</p> <p>K.11, Civics Strand</p> <p>Recognize the American flag & the Pledge of Allegiance, and know that the President is the leader of the United States.</p> <p>K.11, Civics Strand</p> <p>The student will develop an understanding of how communities express patriotism through events and symbols by</p> <p>a) Knowing that the president is the leader of the United States; and</p> <p>b) Recognizing the holidays and people associated with Thanksgiving Day; Martin Luther King Jr., Day, George Washington's Birthday (President's Day)</p> <p>K.1</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by</p> <p>c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;</p>			<p>Pacing & Adjustment</p> <p>Benchmark Assessment</p>

f) recognizing direct cause-and-effect relationships K.10, K.4 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">R</div>	information, sequencing events, and separating fact from fiction to improve understanding of the community; e) comparing and contrasting people, places, or events; g) making connections between past and present; K.10, K.4 <div style="display: inline-block; width: 20px; height: 20px; border-radius: 50%; border: 1px solid black; margin-left: 10px;"></div>	K.10, K.4 <div style="display: inline-block; width: 20px; height: 20px; border-radius: 50%; border: 1px solid black; margin-left: 10px;"></div>	
Interactive Reading & Note-taking Framework: pp. 1-2 Scope & Sequence: pp. 52-59 Textbook: pp. 60-69	Interactive Reading & Note-taking Framework: p. 1-2 Scope & Sequence: p. 23-29 Textbook: pp. 52-59	Interactive Reading & Note-taking Framework: p. 2 Scope & Sequence: pp. 16-31 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

<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; border-radius: 50%; border: 1px solid black; margin-right: 10px;"></div> <div> Integrate: This skill should NOT be taught in isolation. Integrate the skill into daily lessons. </div> </div> <p>Integrate the whole nine weeks:</p> <p>K.1</p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by</p> <p>i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
K.4 K.5 Geography Strand K.4.a The student will use simple maps and globes to Use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located & that a globe is a round model of the Earth K.4.b Describe locations b) describe places referenced in historical events, stories and real-life situations; K.4.c Locate land & water d) locate land and water features e) identify basic map symbols in a map legend; and f) identify places and objects of a familiar area. K.9				K.5 K.6 Geography Strand K.5.a The student will develop an awareness that maps & globes a) Show a view from above. K.5.b K.6b Maps & globes show things in smaller size; and K.5.c K.6c Maps & globes show the positions of objects K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by b) using basic map skills to support an understanding of the community			K.1.a, K.1.b K.1, K.2, K.4, <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">R</div>	Pacing & Adjustment Benchmark Assessment

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:

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
K.6 Economics Strand Match simple descriptions of work that people do with the names of those jobs. K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live including Their food, clothing, shelter, transportation, and recreation K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community; f) recognizing direct cause-and-effect relationships K.10, K.4 😊			K.7.a ☐ Economics Strand Recognize that people make choices because they cannot have everything they want. K.8 The student will match simple descriptions of work that people do with the names of those jobs. K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by h) 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. K.11, Civics Strand		K.7.b K.9 Economics Strand Explain that people work to earn money to buy the things they want. The student will a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want. K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by h) using a decision-making model to make informed decisions; i) practicing good citizenship skills while collaborating, compromising, and participating in classroom		K.1.b ® K.1, K.2, K.4	Pacing & Adjustment Benchmark Assessment

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