

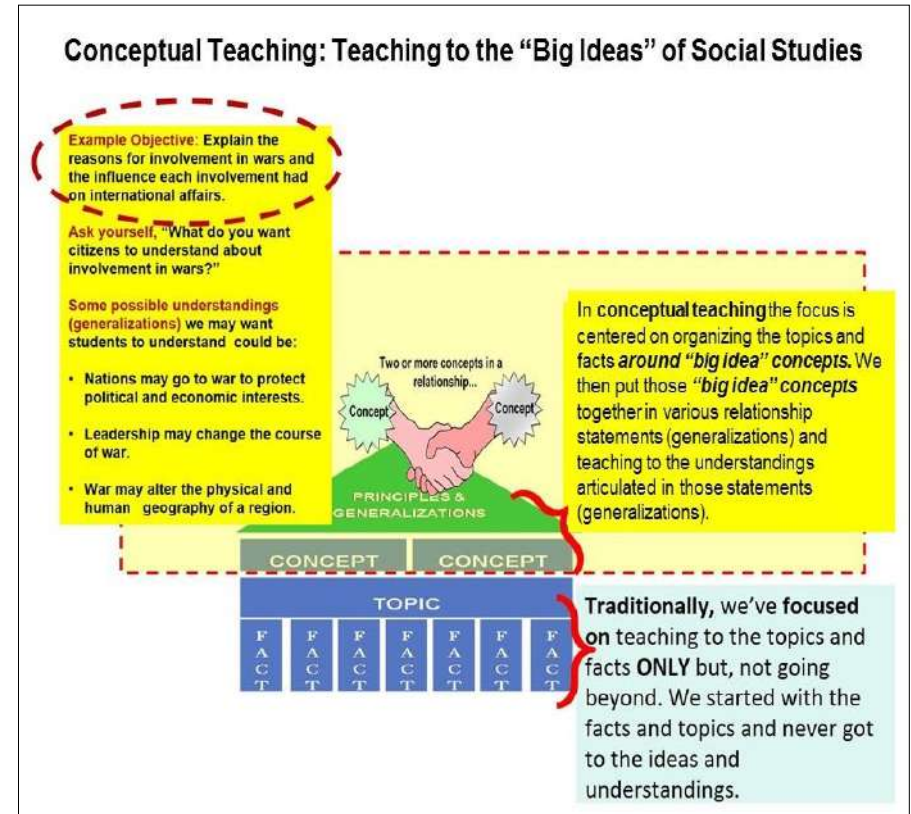
### Dear Kindergarten Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

### Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching approach.
- The standards and objectives in the Kindergarten SCOS, **The World Around Us** support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be college, career, and civic ready.
- Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach*.
- Lessons should engage students' intellect and interest in conceptual understandings: *1. about real people's lives and their relationship to each other and to nature; 2. various roles students will assume in making society more equal and more just; 3. and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



# Halifax County Schools: Kindergarten Social Studies Pacing Guide

Revised August 19, 2021

**The Inquiry Strand** is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content. **The Inquiry Indicators** are meant to be used in concert with the content standards. The intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade. [Link: What is inquiry-based learning? \(video\)](#).

Inquiry K-2		Quarters Taught			
Categories	Indicators	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Compelling Questions</b> <a href="#">Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry</a>	I.1.1 Identify inquiry as a process to answer questions and solve issues.	1st	X	3 <sup>rd</sup>	X
	1.1.2 Recognize a compelling question with prompting and support.	1st	X	3 <sup>rd</sup>	X
	I.1.3 Explain why or how a compelling question is important to a topic or issue.	1st	X	3 <sup>rd</sup>	X
<b>Supporting Questions</b> <a href="#">Article Link: How to Help Students Craft Questions that Compel &amp; Support</a>	I.1.4 Identify what questions are needed to support the compelling question.	X	2 <sup>nd</sup>	X	X
	1.1.5 Recognize how supporting questions connect to compelling questions.	X	2 <sup>nd</sup>	X	X
<b>Gathering and Evaluating Sources</b> <a href="#">Article Link: The Ultimate Guide to Teaching Source Credibility</a>  <a href="#">Video Link: Evaluating Sources and Using Evidence</a>	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	X	2 <sup>nd</sup>	X	X
	I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	X	X	X	4 <sup>th</sup>
<b>Communicating Ideas</b> <a href="#">Article Link: Obtaining, Evaluating, and Communicating Information</a>	I.1.8 Construct responses to compelling questions using information from sources.	X	X	X	4 <sup>th</sup>
<b>Taking Informed Action</b> <a href="#">Article Link: What is Informed Action?</a> <a href="#">Video Link: Inspiring Examples of Informed Action</a>	I.1.9 Identify problems related to the compelling question that students think are important.	X	X	X	4 <sup>th</sup>



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B-Behavioral Sciences					C&G-Civics and Government				
Through their study of behavioral sciences, students will become acquainted with diverse cultures. They will also develop an awareness of the similarities and differences among individuals in the classroom as well as within the school, community, and world.					Studying civics and government enables students to develop a sense of purpose regarding their role and the role of other citizens within the community and world.				
Objectives		Quarters Taught			Objectives			Quarters Taught	
K.B.1 Understand cultural practices in local communities and around the world.	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	K.C&G.1 Understand that people work together to create and follow rules.	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
K.B.1.1 Identify cultural practices in local communities and around the world.	1 <sup>st</sup>	X	X	X	K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.	X	2 <sup>nd</sup>	X	X
K.B.1.2 Compare cultural practices of people in local communities and around the world.	1 <sup>st</sup>	X	X	X	K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.	X	2 <sup>nd</sup>	X	X
K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.	1 <sup>st</sup>	X	X	X	K.C&G.1.3 Identify consequences of following or not following rules in the classroom, school, and community.	X	2 <sup>nd</sup>	X	X
					K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities	X	2 <sup>nd</sup>	X	X
E-Economics					G-Geography				
In economics, students will compare how people in different communities use goods from local and distant places.					Kindergarten students will develop spatial awareness of their surroundings by using geographic representations, tools, and terminology to process information about the world around them. They will learn that people not only use the environment to meet their needs and wants but also that the environment often dictates where people choose to live.				
Objectives		Quarters Taught			Objectives			Quarters Taught	
K.E.1 Analyze basic economic concepts.	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings.	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
					K.G.2 Understand interactions between humans and the environment.				
K.E.1.1 Differentiate between needs and wants.	X	X	X	4 <sup>th</sup>	K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.	X	X	3 <sup>rd</sup>	X
K.E.1.2 Differentiate between goods and services.	X	X	X	4 <sup>th</sup>	K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.	X	X	3 <sup>rd</sup>	X
					K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.	X	X	3 <sup>rd</sup>	X
					K.G.2.1 Explain ways people around the world use natural resources.	X	X	3 <sup>rd</sup>	X
					K.G.2.2 Explain how the environment influences people to move from place to place.	X	X	3 <sup>rd</sup>	X



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## H-History

In history, students compare life in the past to life today within the home, community, and around the world.

Objectives	Quarters Taught			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>K.H.1 Understand change over time.</b>				
K.H.1.1 Exemplify ways in which people change over time.	1 <sup>st</sup>	X	X	X
K.H.1.2 Explain how various events have shaped history.	1 <sup>st</sup>	X	X	X
K.H.1.3 Compare life in the past to life today within the home, community, and around the world.	1 <sup>st</sup>	X	X	X



