



Pitt County Schools
Exceptional Children Department
Cathy Keeter, Director

Erica Stepps

Connie Cheston, Pat Peoples, Rick Wilkerson

February

**Primary School Curriculum
Pacing Guide**

ELA	NCSCOS:	NCSCOS Extensions:
Biographies	Kindergarten: 1.01 Develop book and print awareness: identify the parts of books and function of each part. demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. demonstrate an understanding of letters, words, sentence and story. identify the title, name of the author and the name of the illustrator. 1.02 Develop phonemic awareness and knowledge of alphabetic principle: demonstrate understanding that spoken language is a sequence of identifiable speech sounds. Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the	Kindergarten: The learner will develop and apply enabling strategies and skills to read and write. Develop book and print awareness. Develop phonemic awareness. Decode symbols. Attend to pictures, text, environmental print or symbols. Choose text for exploration. The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.



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	<p>spoken word. demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</p> <p>1.03 Demonstrate decoding and word recognition strategies and skills: recognize and name upper and lower case letters of the alphabet. recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. recognize most beginning consonant letter-sound associations in one syllable words.</p> <p>1.04 Read or begin to read: read or attempt to read own dictated story. attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</p> <p>1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.</p> <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).</p>	<p>Demonstrate sense and sequence of story.</p> <p>Connect own experience to text (prior knowledge).</p> <p>Anticipate event in text.</p> <p>Fantasy in text.</p> <p>Explore and respond to different forms of text.</p> <p>Follow oral-graphic directions.</p> <p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>Connects text to self.</p> <p>Identify relationships between text and experience.</p> <p>Develop vocabulary through use of text.</p> <p>Communicate (retell, act out, illustrate) story, incorporating own experience.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p>
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	<p>2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p> <p>2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p> <p>2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).</p> <p>2.05 Predict possible events in texts before and during reading.</p> <p>2.06 Understand and follow oral-graphic directions.</p> <p>2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.</p> <p>2.08 Distinguish fantasy from reality when reading text.</p>	<p>Use new vocabulary and/or symbols.</p> <p>Maintain or attend to conversations.</p> <p>Write and/or participate in writing behaviors.</p> <p>The learner will apply grammar and language conventions to communicate effectively.</p> <p>Practice strategies to create a product.</p>
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	<p>2.09 Identify the sequence of events in a story.</p> <p>3.01 Connect information and events in text to experience.</p> <p>3.02 Discuss concepts and information in a text to clarify and extend knowledge.</p> <p>3.03 Associate target words with prior knowledge and explore an author's choice of words.</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text: Listening to and re-visiting stories. Discussing, illustrating, and dramatizing stories. Discovering relationships.</p> <p>4.01 Use new vocabulary in own speech and writing.</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).</p> <p>4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.</p>	
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	<p>4.04 Maintain conversation and discussions: attending to oral presentations. Taking turns expressing ideas and asking questions.</p> <p>4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!). Write from left to right and from top to bottom. Write most letters and some words when dictated.</p> <p>4.06 Write and/or participate in writing behaviors by using authors' models of language.</p> <p>5.01 Develop spelling strategies and skills by: representing spoken language with temporary and/or conventional spelling. Writing most letters of the alphabet. Analyzing sounds in a word and writing dominant consonant letters.</p> <p>5.02 Use capital letters to write the word I and the first letter in own name.</p> <p>5.03 Use legible manuscript handwriting.</p> <p>Grade 1:</p> <p>1.01 Develop phonemic awareness and</p>	<p>Grade 1:</p> <p>The learner will develop and apply enabling</p>
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	<p>demonstrate knowledge of alphabetic principle: Count syllables in a word. Blend the phonemes of one-syllable words. Segment the phonemes of one-syllable words. Change the beginning, middle, and ending sounds to produce new words. create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).</p>	<p>strategies and skills to read and write.</p> <p>Demonstrate awareness of letters and non-letters.</p> <p>Develop phonemic awareness – attend to similarities and differences in sound.</p> <p>Demonstrate awareness of symbol/letter-sound relationships.</p> <p>Increase vocabulary.</p> <p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Demonstrate comprehension of text.</p> <p>Demonstrate awareness of variety of texts.</p> <p>Participates in before/during/after-reading activities.</p> <p>Understand simple symbol/written instruction.</p>
	<p>1.02 Demonstrate decoding and word recognition strategies and skills: Generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. Recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). Read compound words and contractions. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). Read appropriate word families.</p>	
	<p>1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p>	<p>The learner will make connections through the use of oral language, written language, and media and technology.</p>



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	<p>1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).</p> <p>1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</p> <p>2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.</p> <p>2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).</p> <p>2.07 Respond and elaborate in answering what, when, where, and how questions.</p> <p>2.08 Discuss and explain response to how, why,</p>	<p>Connects text to self.</p> <p>Connects text to text.</p> <p>Connects text to world.</p> <p>Determine message of text/speaker.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Use new vocabulary and/or symbols.</p> <p>Write and/or participate in writing behaviors.</p> <p>Engage in story-telling (characters, settings, actions, and events).</p>
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	<p>and what if questions in sharing narrative and expository texts.</p> <p>2.09 Read and understand simple written instructions.</p> <p>3.01 Elaborate on how information and events connect to life experiences.</p> <p>3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.</p> <p>3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.</p> <p>3.04 Share personal experiences and responses to experiences with text: publishing non-print texts. Discussing interpretations. recording personal responses.</p> <p>3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.</p> <p>4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).</p>	
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| | <p>4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ____ do) in simple texts.</p> <p>4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text).</p> <p>4.04 Extend skills in using oral and written language: clarifying purposes for engaging in communication. Using clear and precise language to paraphrase messages. Engaging in more extended oral discussions. Producing written products. Completing graphic organizers.</p> <p>4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).</p> <p>4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.</p> | |
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	<p>Grade 2:</p> <p>1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p> <p>1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</p> <p>2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: Determining purpose (reader's and author's). Making predictions. Asking questions. Locating information for specific reasons/purposes. Recognizing and applying text structure. Comprehending and examining author's decisions and word choice. Determining fact and opinion. Recognizing and comprehending figurative language. Making inferences and draw conclusions.</p>	<p>Grade 2:</p> <p>Demonstrate awareness of symbol/letter-sound relationships</p> <p>Demonstrate awareness of symbol/letter-sound relationships.</p> <p>Demonstrate sustained attention to text.</p> <p>Choose text for exploration.</p> <p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Make connections between ideas and text.</p> <p>Demonstrate awareness of variety of texts.</p> <p>Participates before, during, and after-reading/listening/viewing activities.</p> <p>Derive meaning from visual representations</p> <p>The learner will make connections through the use of oral language, written language, and media and technology.</p>
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	<p>2.02 Use text for a variety of functions, including literary, informational, and practical.</p> <p>2.03 Read expository materials for answers to specific questions.</p> <p>2.04 Pose possible how, why, and what if questions to understand and/or interpret text.</p> <p>2.05 Self-monitor own difficulties in comprehending independently using several strategies.</p> <p>2.06 Recall main idea, facts and details from a text.</p> <p>2.07 Discuss similarities and differences in events, characters and concepts within and across texts.</p> <p>2.08 Interpret information from diagrams, charts, and maps.</p> <p>3.01 Use personal experiences and knowledge to interpret written and oral messages.</p> <p>3.02 Connect and compare information within</p>	<p>Connects text to self.</p> <p>Connects text to text.</p> <p>Connects text to world.</p> <p>Increase sight-symbol vocabulary.</p> <p>Recognize author's use of conventions/grammar.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Explore visual representations.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Use expanded vocabulary.</p> <p>Write and/or participate in writing behaviors.</p> <p>Relate information in organized fashion.</p> <p>Explore visual representations.</p>
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	<p>and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.</p> <p>3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).</p> <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).</p> <p>3.05 Locate and discuss examples of an author's use of: Kinds of sentences (declarative, interrogative, exclamatory). Capitalization (titles, dates and days, names of countries). Punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). Use of paragraphs in texts and their effects on the reader. Genre(s) and specific word choice(s).</p> <p>3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific</p>	
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	<p>vocabulary which help the reader comprehend a narrative or expository text.</p> <p>4.01 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</p> <p>4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).</p> <p>4.07 Compose first drafts using an appropriate writing process: Planning and drafting. Rereading for meaning. Revising to clarify and refine writing with guided discussion.</p> <p>4.08 Write structured, informative presentations and narratives when given help with organization.</p> <p>4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.</p>	
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Math	NCSCOS:	NCSCOS Extensions:
Geometry (Shapes)	Kindergarten: 1.01 Develop number sense for whole numbers through 30. a) Connect model, number word (orally), and number, using a variety of representations. b) Count objects in a set. c) Read and write numerals. d) Compare and order and numbers. g) Recognize equivalence in sets and numbers 1-10. 1.02 Share equally (divide) between two people; explain. 1.03 Solve problems and share solutions to problems in small groups. 2.01 Compare attributes of two objects using	Kindergarten: Develop number sense for whole numbers (from the set 0-30). Represent numbers in different forms. Identify and compare attributes (including color, weight, height, width, length, texture). Demonstrate knowledge of direction, position or location. Complete simple spatial visualization tasks. Time: understand order of events. Explore collecting and displaying data. Recognize and copy simple patterns made with actions, words, and/or objects. Sort and classify objects.



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	<p>appropriate vocabulary (color, weight, height, width, length, texture).</p> <p>2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).</p> <p>3.01 Identify build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.</p> <p>3.02 Compare geometric shapes (identify likenesses and differences).</p> <p>3.03 Model and use directional and positional vocabulary.</p> <p>3.04 Complete simple spatial visualization tasks and puzzles.</p> <p>4.01 Collect and organize data as a group activity.</p> <p>4.02 Display and describe data with concrete and pictorial graphs as a group activity.</p> <p>5.01 Sort and classify objects by one attribute.</p> <p>5.02 Create and extend patterns with actions, words, and object.</p>	
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Grade 1:

1.01 Develop number sense for whole numbers through 99.

- a) Connect the model, number word, and number using a variety of representations.
- b) Use efficient strategies to count the number of objects in a set.
- c) Read and write numbers.
- d) Compare and order sets and numbers.

1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

Grade 1:

Develop number sense for whole numbers (from the set 0-99).

Represent numbers in different forms.

Develop fluency with adding to, taking away from, and equal grouping.

Explore, observe, and communicate balance, motion, and weight.

Recognize, copy and/or create simple patterns made with actions, words, numbers and/or objects.

Sort and classify objects by one or more attributes.



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3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

3.02 Identify, build, and name cylinders, cones, and rectangular prisms.

3.03 Compare and contrast geometric figures.

3.04 Solve problems involving spatial visualization.

5.01 Sort and classify objects by two attributes.

5.02 Use Venn diagrams to illustrate similarities and differences in two sets.

5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

Grade 2:

1.01 Develop number sense for whole numbers through 999.

a) Connect model, number word, and number using a variety of representations.

b) Read and write numbers.

Grade 2:

Develop number sense for whole numbers (from the set 0-99).

Represent numbers in different forms.

Develop fluency with adding to, taking away from and equal grouping.



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	<p>c) Compare and order.</p> <p>f) Use a variety of models to build understanding of place value (ones, tens, hundreds).</p> <p>1.02 Use area or region models and set models of fractions to explore part- whole relationships in contexts. a) Represent fractions (halves, thirds, fourths) concretely and symbolically. b) Compare fractions (halves, thirds, fourths) using models. c) Make different representations of the same fraction. d) Combine fractions to describe parts of a whole.</p> <p>1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).</p> <p>1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.</p>	<p>Use models to identify and compare part-whole relationships.</p> <p>Combine shapes to make new shapes.</p> <p>Identify congruent shapes and those with line symmetry (fold on axis).</p> <p>Gather and display data using concrete graphs, pictorial graphs, pictographs, line plots and tallies.</p> <p>Conduct simple probability experiments and describe results.</p> <p>Recognize, copy, create and/or extend simple patterns.</p> <p>Model quality with concrete objects, pictures, words and/or numbers.</p>
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	<p>1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>1.06 Define and recognize odd and even numbers.</p> <p>3.01 Combine simple figures to create a given shape.</p> <p>3.02 Describe the change in attributes as two- and three- dimensional figures are cut and rearranged.</p> <p>3.03 Identify and make: a) Symmetric figures b) Congruent figures.</p> <p>4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).</p> <p>4.02 Conduct simple probability experiments; describe the results and make predictions.</p> <p>5.01 Identify, describe, translate, and extend repeating and growing patterns.</p> <p>5.02 Write addition and subtraction number</p>	
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	sentences to represent a problem; use symbols to represent unknown quantities.	
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Science	NCSCOS:	NCSCOS Extensions:
Senses, Properties of Objects	Kindergarten: 1.02 Observe how animals interact with their surroundings. 1.03 Observe the behaviors of several common animals. 1.05 Observe the similarities of humans to other animals including: Basic needs, Growth and change, Movement. 3.01 Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used. 3.02 Develop and use a vocabulary associated with the properties of materials: Color, Size, Shape, Texture 3.03 Describe how objects look, feel, smell, taste, and sound using their own senses. 3.04 Observe that objects can be described and	Kindergarten: Observe and communicate similarities and differences among animals. Explore, observe, and communicate properties of common objects. Use of senses to describe and sort by properties (characteristics: texture, color, shape, size, smell, sound) in common objects in nature (e.g., sand, soil, water, air).



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	<p>sorted by their properties.</p> <p>Grade 1:</p> <p>2.01 Describe and sort a variety of earth materials based on their properties: Color, Hardness, Shape, Size.</p> <p>3.01 Describe the differences in the properties of solids and liquids.</p> <p>3.02 Investigate several ways in which objects can be described, sorted or classified.</p> <p>3.03 Classify solids according to their properties: Color, Texture, Shape (ability to roll or stack), Ability to float or sink in water.</p> <p>3.04 Determine the properties of liquids: Color, Ability to float or sink in water, Tendency to flow.</p> <p>Grade 2:</p> <p>Nature of Science</p> <ul style="list-style-type: none">• Science as a human endeavor.• Science as inquiry.	<p>Grade 1:</p> <p>Develop and use student's own system to sort solid earth materials.</p> <p>Explore, observe, communicate, and investigate properties of solids, liquids and mixtures.</p> <p>Grade 2:</p> <p>Unifying Concepts</p> <ul style="list-style-type: none">• Systems, Order and Organization.• Evidence, Models, and
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	<ul style="list-style-type: none">• The nature of scientific inquiry. <p>Science as Inquiry</p> <ul style="list-style-type: none">• Abilities necessary to do scientific inquiry.• Abilities necessary to understand, to use, and to apply the unifying concepts and processes of science including:<ul style="list-style-type: none">• evidence, explanation, measurement.• ordering, organizing.• changes (time, rate, scale, patterns, trends, cycles).• Systems.<ul style="list-style-type: none">○ boundaries○ components.○ resources.○ flow.○ feedback.• form, function, equilibrium.• models. <p>Science and Technology</p> <ul style="list-style-type: none">• Ability to use and create technological designs.• Understanding about technology	<p>Explanation.</p> <ul style="list-style-type: none">• Constancy, Change, and Measurement.• Evolution and Equilibrium.• Form and Function
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	<p>and design.</p> <ul style="list-style-type: none">• Ability to distinguish between natural and human made objects. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none">• Impacts of science and technology on their daily lives.• The relationship of science to personal health and welfare.• Characteristics of and changes in populations.• Applications of science and technology to local challenges.	
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Social Studies	NCSCOS:	NCSCOS Skills:
Heroes	Kindergarten: 1.01 Describe how individuals are unique and valued. 1.02 Identify different groups to which individuals belong. 1.03 Examine diverse family structures around the world. 1.04 Recognize that families and groups have similarities and differences. 1.05 Compare and contrast customs of families in communities around the world. 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments. 2.02 Participate in democratic decision making.	Kindergarten: The learner will investigate how individuals, families, and groups are similar and different. The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments. The learner will recognize and understand the concept of change in various settings. The learner will explain celebrated holidays and special days in communities. The learner will express basic geographic concepts in real life situations. The learner will apply basic economic concepts to home, school, and the community. The learner will recognize how technology is used at home, school, and the community.



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	<p>2.03 Describe the importance of rules and laws.</p> <p>2.04 Analyze classroom problems and suggest fair solutions.</p> <p>3.01 Observe and describe how individuals and families grow and change.</p> <p>3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.</p> <p>3.03 Observe and summarize changes within communities.</p> <p>3.04 Recognize changes in the classroom and school environments.</p> <p>4.01 Explore how families express their cultures through celebrations, rituals, and traditions.</p> <p>4.02 Identify religious and secular symbols associated with famous people, holidays, and specials days of diverse cultures.</p> <p>4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.</p> <p>5.01 Locate and describe familiar places in the</p>	
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	<p>home, school, and other environments.</p> <p>5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.</p> <p>5.03 Describe the functions of places in the home, school, and other environments.</p> <p>5.04 Recognize and explain seasonal changes of the environment.</p> <p>5.05 Identify and state how natural and human resources are used within the community.</p> <p>6.01 Distinguish between wants and needs.</p> <p>6.02 Examine the concept of scarcity and how it influences the economy.</p> <p>6.03 Identify examples of how families and communities work together to meet their basic needs and wants.</p> <p>6.04 Give examples of how money is used within the communities, such as spending and savings.</p> <p>6.05 Explore goods and services provided in communities.</p>	
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7.01 Identify different types of media and forms of communication.

7.02 Explore modes of transportation at home and around the world.

7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.

Grade 1:

1.01 Describe the roles of individuals in the family.

1.02 Identify various groups to which individuals and families belong.

1.03 Compare and contrast similarities and differences among individuals and families.

1.04 Explore the benefits of diversity in the United States.

2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.

2.02 Identify the roles of leaders in the home,

Grade 1:

The learner will analyze how individuals, families, and groups are similar and different.

The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.

The learner will recognize and understand the concept of change in various settings.

The learner will explain different celebrated holidays and special days in communities.

The learner will express geographic concepts in real life situations.



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	<p>school, and community such as parents, mayor, police officers, principal, and teacher.</p> <p>2.03 Participate in democratic decision-making.</p> <p>2.04 Recognize the need for rules in different settings.</p> <p>2.05 Identify the need for fairness in rules by individuals and by people in authority.</p> <p>2.06 Predict consequences that may result from responsible and irresponsible actions.</p> <p>3.01 Describe personal and family changes, past and present.</p> <p>3.02 Describe past and present changes within the local community.</p> <p>3.03 Compare and contrast past and present changes within the local community and communities around the world.</p> <p>3.04 Recognize that members of the community are affected by changes in the community that occur over time.</p> <p>4.01 Recognize and describe religious and secular</p>	<p>The learner will apply basic economic concepts to home, school, and the community.</p> <p>The learner will recognize how technology is used at home, school, and in the community.</p>
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	<p>symbols/celebrations associated with special days of diverse cultures.</p> <p>4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.</p> <p>4.03 Recognize and describe the historical events associated with national holidays.</p> <p>4.04 Trace the historical foundations of traditions of various neighborhoods and communities.</p> <p>5.01 Locate and describe familiar places in the home, classroom, and school.</p> <p>5.02 Investigate key features of maps.</p> <p>5.03 Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.</p> <p>5.04 Analyze patterns of movement within the community.</p> <p>5.05 Demonstrate responsibility for the care and management of the environment within the school and community.</p>	
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	<p>5.06 Compare and contrast geographic features of places within various communities.</p> <p>5.07 Explore physical features of continents and major bodies of water.</p> <p>6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.</p> <p>6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.</p> <p>6.03 Participate in activities that demonstrate the division of labor.</p> <p>6.04 Explore community services that are provided by the government and other agencies.</p> <p>6.05 Give examples of the relationship between the government and its people.</p> <p>6.06 Identify the uses of money by individuals which include saving and spending.</p> <p>6.07 Recognize that all families produce and consume goods and services.</p>	
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	<p>7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.</p> <p>7.02 Describe how communication and transportation link communities.</p> <p>7.03 Use the computer and other technological tools to gather, organize, and display data.</p> <p>Grade 2:</p> <p>1.01 Identify and describe attributes of responsible citizenship.</p> <p>1.02 Demonstrate responsible citizenship in the school, community, and other social environments.</p> <p>1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.</p> <p>1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.</p>	<p>Grade 2:</p> <p>The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p> <p>The learner will evaluate relationships between people and their governments.</p> <p>The learner will analyze how individuals, families, and communities are alike and different.</p> <p>The learner will exhibit an understanding of change in communities over time.</p> <p>The learner will understand the relationship between people and geography in various</p>
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	<p>2.01 Identify and explain the functions of local governmental bodies and elected officials.</p> <p>2.02 Recognize and demonstrate examples of the elective process.</p> <p>2.03 Describe the interdependence among individuals, families, and the community.</p> <p>2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.</p> <p>2.05 Identify examples of responsible citizen participation in society and social environments.</p> <p>3.01 Compare similarities and differences between oneself and others.</p> <p>3.02 Describe similarities and differences among families in different communities.</p> <p>3.03 Compare similarities and differences among cultures in various communities.</p> <p>3.04 Identify multiple roles performed by individuals in their families and communities.</p> <p>3.05 Identify historical figures and events associated with various cultural traditions and</p>	<p>communities.</p> <p>The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.</p> <p>The learner will apply basic economic concepts and evaluate the use of economic resources within communities.</p> <p>The learner will recognize how technology is used at home, school, and in the community.</p>
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	<p>holidays celebrated around the world.</p> <p>3.06 Identify individuals of diverse cultures and describe on their contributions to society.</p> <p>4.01 Analyze the effects of change in communities and predict future changes.</p> <p>4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.</p> <p>4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.</p> <p>5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.</p> <p>5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.</p> <p>5.03 Compare and contrast the physical features of communities and regions.</p> <p>5.04 Identify the absolute and relative location of</p>	
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communities.

5.05 Interpret maps, charts, and pictures of locations.

5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

6.01 Identify natural resources and cite ways people conserve and replenish natural resources.

6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences.

6.03 Identify means and methods of human movement as they relate to the physical environment.

7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.

7.02 Distinguish between goods produced and services provided in communities.

7.03 Describe different types of employment and ways people earn an income.



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	<p>7.04 Identify the sources and use of revenue in the community.</p> <p>7.05 Analyze the changing uses of a community's economic resources and predict future changes.</p> <p>8.01 Identify uses of technology in communities.</p> <p>8.02 Explain how technology has affected the world in which we live.</p> <p>8.03 Interpret data on charts and graphs and make predictions.</p>	
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