



Pitt County Schools
Exceptional Children Department
Cathy Keeter, Director

Erica Stepps

Connie Cheston, Pat Peoples, Rick Wilkerson

September

**Primary School Curriculum
Pacing Guide**

ELA	NCSCOS:	NCSCOS Extensions:
Letters, Upper Case and Lower Case, Phonics	Kindergarten: 1.02 Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none">• 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 spoken word.• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). 5.01 Develop spelling strategies and skills by: representing spoken language with temporary and/or conventional spelling.	Kindergarten: Develop phonemic awareness. Attend to pictures, text, environmental print or symbols.



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	<p>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>Grade 1:</p> <p>1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:</p> <ul style="list-style-type: none">• 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>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-</p>	<p>Grade 1:</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>Grade 2:</p> <p>Demonstrate awareness of symbol/letter-sound relationships</p>
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	syllable words when reading text.	
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Math	NCSCOS:	NCSCOS Extensions:
Counting	<p>Kindergarten:</p> <p>1.01 Develop number sense for whole numbers through 30.</p> <ul style="list-style-type: none">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. <p>Grade 1:</p> <p>1.01 Develop number sense for whole numbers through 99.</p>	<p>Kindergarten:</p> <p>Develop number sense for whole numbers (from the set 0-30).</p> <p>Represent numbers in different forms.</p> <p>Grade 1:</p> <p>Develop number sense for whole numbers (from the set 0-99).</p>



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	<ul style="list-style-type: none">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. <p>Grade 2:</p> <p>1.01 Develop number sense for whole numbers through 999.</p> <ul style="list-style-type: none">a) Connect model, number word, and number using a variety of representations.b) Read and write numbers.c) Compare and order.f) Use a variety of models to build understanding of place value (ones, tens, hundreds).	<p>Represent numbers in different forms.</p> <p>Grade 2:</p> <p>Develop number sense for whole numbers (from the set 0-99).</p> <p>Represent numbers in different forms.</p>
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Science	NCSCOS:	NCSCOS Extensions:
Weather (Characteristics, Seasons)	<p>Kindergarten:</p> <p>2.01 Observe and report daily weather changes throughout the year.</p> <p>2.02 Identify different weather features including: Precipitation, Wind, Temperature, Cloud cover.</p> <p>2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions.</p> <p>2.04 Observe and determine the effects of weather on human activities.</p> <p>Grade 1:</p> <p>Nature of Science</p> <ul style="list-style-type: none">• Science as a human endeavor.• Science as inquiry.• The nature of scientific inquiry. <p>Science as Inquiry</p>	<p>Kindergarten:</p> <p>Explore, observe and communicate daily weather and its effects on human activities.</p> <p>Grade 1:</p> <p>Unifying Concepts</p> <ul style="list-style-type: none">• Systems, Order and Organization.• Evidence, Models, and Explanation.• Constancy, Change, and Measurement.



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	<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:• 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 and design.• Ability to distinguish between	<ul style="list-style-type: none">• Evolution and Equilibrium.• Form and Function.
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	<p>natural and human made objects.</p> <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. <p>Grade 2:</p> <p>2.01 Investigate and describe how moving air interacts with objects.</p> <p>2.02 Observe the force of air pressure pushing on objects.</p> <p>2.05 Discuss and determine how energy from the sun warms the land, air and water.</p> <p>2.06 Observe and record weather changes over time and relate to time of day and time of year.</p>	<p>Grade 2:</p> <p>Explore and/or communicate the ways in which weather is measurable.</p>
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Social Studies	NCSCOS:	NCSCOS Skills:
Rules at School (Who, What, Why, etc.), Directions	Kindergarten: 2.01 Use appropriate sources of information. 2.02 Explore print and non-print materials. 2.03 Utilize different types of technology. 2.04 Utilize community-related resources such as field trips, guest speakers, and interviews. 2.05 Transfer information from one medium to another such as written to visual and statistical to written. 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information. Grade 1: 2.01 Use appropriate sources of information.	Kindergarten: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. Grade 1: The learner will acquire strategies to access a variety of sources, and use appropriate research



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	<p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p> <p>2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</p> <p>Grade 2:</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p>	<p>skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p> <p>Grade 2:</p> <p>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>
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	2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.	
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