

Kindergarten Grade
Month: September
Unit: Community

Social Studies Pacing Guide

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn ways to work together and interact respectfully with one another in the classroom.</p>	<p>C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy</i> K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).</p> <p>C5 Role of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, taking turns).</p> <p>H2 Living and Working Together <i>Use historical thinking to understand the past.</i> K – H2.0.1 Distinguish among yesterday, today, tomorrow.</p> <p>G2 Places and Regions K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p>	<p>Who Am I ?</p> <p>How Can I Be a Good Helper at School?</p> <p>Where Am I in the World?</p>	<p>Depict what they look like, what they care about, what feelings are and what they can do in a book title Who Am I? They will show some of what makes them special.</p> <p>Learn and practice four ways to be helpful at school through a series of games, classroom discussions and hands-on activities.</p>	<p>Achievement Series</p> <p>Chapter Test</p>	<p>Fairness</p> <p>Safety</p> <p>Responsibility</p> <p>Talents</p>	<p>Chapter 1 Social Studies Alive Teacher Edition</p> <p>http://www.micitizenshipcurriculum.org/</p>	<p>We learn to become a good classmate by showing respect to each other.</p>

Kindergarten Grade
Month: October
Unit:

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn ways to work together and interact respectfully with one another in the classroom.</p>	<p>C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy</i> K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).</p> <p>C5 Role of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, taking turns).</p> <p>H2 Living and Working Together <i>Use historical thinking to understand the past.</i> K – H2.0.1 Distinguish among yesterday, today, tomorrow.</p> <p>G2 Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p> <p>P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a</i></p>	<p>Who Am I ?</p> <p>How Can I Be a Good Helper at School?</p> <p>Where Am I in the World?</p>	<p>Depict what they look like, what they care about, what feelings are and what they can do in a book title Who Am I? They will show some of what makes them special.</p> <p>Learn and practice four ways to be helpful at school through a series of games, classroom discussions and hands-on activities.</p>	<p>Achievement Series</p> <p>Chapter Test</p>	<p>Fairness</p> <p>Safety</p> <p>Responsibility</p> <p>Talents</p>	<p>Chapter 1 Social Studies Alive Teacher Edition</p> <p>Chapter 3 Social Studies Alive Teacher Edition</p> <p>http://www.micitizenshipcurriculum.org/</p>	<p>We learn to become a good classmate by showing respect to each other.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p><i>public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p> <p>K – P3.1.1 Identify classroom issues.</p> <p>K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.</p>						

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Month: November
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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn steps to solve problems with others.</p>	<p>P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> K – P3.1.1 Identify classroom issues. K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.</p> <p>C5 Role of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, taking turns).</p>	<p>How do I solve problems with others?</p>	<p>Learn about and practice a process for solving problems with others in which they calm down, talk and listen, figure out what will help and agree on a plan and try it.</p>	<p>Achievement Series Chapter Test</p>	<p>Hurt feelings Getting along with others</p>	<p>Chapter 5 Social Studies Alive Teacher Edition http://www.micitizenshipcurriculum.org/</p>	<p>Learn four steps to solve problems with others to be a good classmate.</p>

Kindergarten Grade
Month: December
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Students learn how to be good helpers .	<p>G5 Environment and Society <i>Understand the effects of human-environment interactions.</i> K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).</p> <p>P4.2 Citizen Involvement <i>Act constructively to further the public good.</i> K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue. K – P4.2.2 Participate in project to help others.</p>	How can I help take care of the world?		Achievement Series Chapter Test		<p>Chapter 9 Social Studies Alive teacher edition</p> <p>http://www.micitizenshipcurriculum.org/</p>	We can be good helpers in the classroom by taking care of the environment and school.

Kindergarten Grade
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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Students learn what a family is.	<p>H2 Living and Working Together <i>Use historical thinking to understand the past.</i> K – H2.0.1 Distinguish among yesterday, today, tomorrow. K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school). K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories. K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).</p>	What is a Family?	Explore why their family is special as they make a family collage, draw something together, make a book of family “gifts”, and highlight a special family tradition or activity.	Achievement Series Chapter Test		Chapter 2 Social Studies Alive Teacher Edition http://www.micitizenshipcurriculum.org/	We learn who is a part of our family in order to write a book of family gifts.

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn what a neighborhood is including buildings, outdoor places, and people</p>	<p>C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> K – C2.0.1 Identify our country’s flag as an important symbol of the United States.</p> <p>G2 Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p> <p>G1 The World in Spatial Terms Use geographic representation to acquire, process, and report information from a spatial perspective. K – G1.0.1 Recognize that maps and globes represent places. K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant location in the classrooms.</p>	<p>Where am I in the neighborhood?</p>	<p>Learn basic geography and mapping skills as they assemble a book of maps that show where they live.</p>	<p>Achievement Series Chapter Test</p>	<p>Maps, Up/down, in/out, above/below, globes, flags</p>	<p>Chapter 7 Social Studies Alive Teacher Edition</p> <p>http://www.micitizenshipcurriculum.org/</p>	<p>We will learn what is in a neighborhood to make a book of maps and show where I live.</p> <p>We will learn to use maps to solve problems.</p>

Kindergarten Grade
Month: March
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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn they are part of several concentric larger communities.</p>	<p>C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> K – C2.0.1 Identify our country’s flag as an important symbol of the United States.</p> <p>G2 Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p> <p>G1 The World in Spatial Terms Use geographic representation to acquire, process, and report information from a spatial perspective. K – G1.0.1 Recognize that maps and globes represent places. K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant location in the classrooms.</p>	<p>Where am I in the world?</p> <p>What are the symbol’s in the countries flag?</p>	<p>Work in groups to build a three-dimensional neighborhood with buildings, outdoor places and people. Then students will discuss their role in the neighborhood.</p>	<p>Achievement Series Chapter Test</p>	<p>Neighborhood Flags</p>	<p>Chapter 8 Social Studies Alive Teacher Edition</p> <p>http://www.micitizenshipcurriculum.org/</p>	<p>We will learn about the world around us to become a better citizen.</p>

Kindergarten Grade
Month: April
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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Diversity/People Around the world	<p>G1 The World in Spatial Terms Use geographic representation to acquire, process, and report information from a spatial perspective. K – G1.0.1 Recognize that maps and globes represent places. K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant location in the classrooms.</p> <p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. K – E1.0.1 Describe economic wants they have experienced. (Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.) K – E1.0.2 Distinguish between goods and services. K – E1.0.3 Recognize situations in which people trade.</p> <p>G5 Environment and Society Understand the effects of human-environment interactions. K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).</p>	How do people live around the world?	Explore how people feel, work, learn and play around the world. Students discuss the similarities of people’s daily lives.	Achievement Series Chapter Test	Goods Services Needs Wants Shelter maps	Chapter 9 Social Studies Alive Teacher Edition http://www.micitizenshipcurriculum.org/	We will learn to understand people that are different than us by exploring how people live, feel, work and play around the world.

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn the importance of taking care of the world around them including Recycle, Reuse, and Reduce to care for our natural resources.</p>	<p>P3.3 Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> K – P3.1.2 Use simple graphs to explain information about a classroom issue.</p> <p>P4.2 Citizen Involvement <i>Act constructively to further the public good.</i> K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue. K – P4.2.2 Participate in project to help others.</p>	<p>How can I help take care of the world?</p>	<p>Learn about reducing, recycling, and reusing. Identify ways they can help take care of the earth</p>	<p>Achievement Series Chapter Test</p>	<p>Graphs Reduce Reuse Recycle</p>	<p>Chapter 10 Social Studies Alive teacher edition http://www.micitizenshipcurriculum.org/</p>	<p>We will learn to take care of the Earth by reducing, re-using and recycling.</p>