

# Ganado Unified School District

## Pacing Guide 2015-2016

### Social Studies-Kindergarten

#### PACING Guide SY 2015-2016

Timeline & Resource	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>Unit 1: Being a Good Citizen</b>            Big Book            Word Cards (back of the T E)            Activity Patter (back of TE)            Interactive Atlas            Homework and Practice Book (p.1)            Audiotext CD            Internet resources</p>	<p><b>STRAND 3: CIVICS/GOVERNMENT</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p><b>PO 1.</b> Identify examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p><b>PO 2.</b> Recognize the rights and responsibilities of citizenship:            a. Elements of fair play, good sportsmanship and the idea of treating others the way you want to be treated.            b. Importance of participation and cooperation in a classroom and community.            c. Why there are rules and the consequences for violating them.            d. Responsibility of voting.</p> <p><b>PO 3.</b> Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).</p> <p><b>PO 4.</b> Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).</p>	<p>How can rules help people get along?</p> <p>What are some rules at your school home, work, etc.?</p> <p>How do traffic signs help keep us safe?</p> <p>How can you show responsibility?</p> <p>To what group of people do you belong in?</p>	<p><b>Students will:</b>            Identify the purpose for having rules</p> <p>List and explain rules</p> <p>Identify ways of resolving conflicts</p> <p>Identify and explain purpose of safety signs and symbols</p>	<p>Near, far, left, right, up, down, behind, in front</p>

<p><b>Unit 2: My Country</b>  Big Book  Word Cards (back of TE)  Activity Pattern (back of TE)  Interactive Atlas  Homework and Practice Book p. 1  Audiotext CD  Internet Resources</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Recognize national symbols and monuments that represent American democracy and values:  a. American Flag  b. Bald Eagle  c. Statue of Liberty  d. White House  <b>PO 2.</b> Recognize the Pledge of Allegiance and the National Anthem.  <b>PO 4.</b> Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.  <b>PO 5.</b> Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.</p> <p><b>Concept 2: Structure of Government</b>  <b>PO 1.</b> Identify the current President of the United States and Governor of Arizona.</p>	<p>What type of symbols show that Americans are proud of their country?  How do you say the Pledge of Allegiance?  What are some symbols of the United States?  Who is a leader?  Who is the President?  Why is freedom important?</p>	<p><b>Students will:</b>  Identify the flag of the United States  Recite the Pledge of Allegiance  Identify the name of our country  Recognize a map of the United States  Locate the state they live in  Recognize national symbols and icons: US flag, the bald eagle, and Statue of Liberty</p>	<p>Flag, pledge of allegiance, map, country, state, symbol, leader, principal, president, vote, patriotism, freedom</p>
<p><b>Unit 3: Workers</b>  Big Book  Word Cards (back of the TE)  Activity Pattern (back of TE)  Interactive Atlas  Homework and Practice Book (p 1)  Audiotext CD  <b>Internet</b> Resources</p>	<p><b>Strand 5: Economics</b>  <b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Discuss different types of jobs that people do.  <b>PO 2.</b> Match simple descriptions of work with the names of those jobs.  <b>PO 3.</b> Give examples of work activities that people do at home.  <b>PO 4.</b> Discuss differences between needs and wants.  <b>PO 5.</b> Recognize various forms of U.S. currency.  <b>PO 6.</b> Recognize that people use money to purchase goods and services.</p>	<p>Explain how worker help us every day?  Who works at the school?  What goods and services does your family buy?  What can you do to help save resources?  How do people support each other?</p>	<p><b>Students will:</b>  Identify the occupation of people at school, in the community, and at home.  Describe how each worker is helpful to others.  Recognize and compare tools have changed over time with present tools  Explain why people have jobs and how jobs impact their lives, families, and communities  Explain who and what volunteers do</p>	<p>Workers, job, firefighter, police officer, picture graph, tools, long ago, money, goods, services, wants volunteer, resource, factory, far away</p>

			<p>Identify and explain who Cesar Chavez is</p> <p>Identify how people get food today</p> <p>Compare and contrast jobs around the world</p>	
<p><b>Unit 4: Where We Live</b>  Big Book  Word Cards  Activity Pattern  Interactive Atlas  Homework and Practice Book  Audiotext CD  Internet Resources</p>	<p><b>Strand 4: Geography</b>  <b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Recognize the differences between maps and globes.  <b>PO 2.</b> Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).  <b>PO 3.</b> Determine the relative location of objects using the terms near/far, behind/in front over/under, left/right, up/down  <b>PO 4.</b> Identify land and water on maps, illustrations, images and globes  <b>PO 5.</b> Locate continents and oceans on a map or globe  <b>Concept 2: Places and Regions</b>  <b>PO 1.</b> Recognize through images how people live differently in other places and times.    <b>Concept 4: Human Systems</b>  <b>PO 1.</b> Discuss the food, clothing, housing, recreation, and celebrations practices by cultural groups in the local community.  <b>PO 2.</b> Discuss how land in the student’s community is used for industry, housing, business, agriculture, and recreation.  <b>PO 3.</b> Describe how people earn a living in the community and the</p>	<p>How area people affected by the places they live?</p> <p>What are some different kinds of land on Earth?</p> <p>What kinds of water are near you?</p> <p>How are maps and models alike? How are they different?</p> <p>In which region do you live:</p>	<p><b>.Students will:</b>  Identify landforms and environments</p> <p>Identify different bodies of water</p> <p>Compare and contrast locations of people, places, and environments</p> <p>Identify a globe as a model of the Earth</p> <p>Compare and contrast models and maps</p> <p>Identify map symbols</p> <p>Describe and compare regions  Identify, compare and contrast city, suburb, and farm</p> <p>Identify and explain who John Chapman is</p>	<p>Earth, land, valley, plain, mountain, hill, water, stream, lake, river, ocean, globe, continent, model, neighborhood, transportation, map, symbol, map key, region, shelter, city, farm</p>

	<p>places they work</p> <p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> Identify the origin of natural resources (e. g., fish from sea, minerals from the ground, wood from trees, food from farms).</p> <p><b>PO 2.</b> Recognize that resources are renewable, recyclable, and non-renewable</p>			
<p><b>Unit 5: Time Goes By</b> Big Book Word Cards Activity Pattern Interactive Atlas Homework and Practice Book Audiotext CD Internet Resources</p>	<p><b>Strand 1: AMERICAN HISTORY</b> <b>Concept 4: Revolution and New Nation</b> <b>PO 2.</b> Recognize that the Fourth of July is our nation’s birthday</p> <p><b>STRAND 3: CIVICS/GOVERNMENT</b> <b>Concept 1: Foundations of Government</b> <b>PO 3.</b> Recognize the significance of national holidays: Thanksgiving President’s Day Martin Luther King, Jr. Day Constitution Day</p>	<p>How can passing time bring changes into our lives?</p> <p>What did you do yesterday?</p> <p>What will you do tomorrow?</p> <p>What happens in certain holiday months?</p> <p>What are the seasons?</p>	<p><b>Students will:</b> Describe how things change from day to day. Sequence events by yesterday, today, and tomorrow</p> <p>Measure a calendar time by using days, weeks, and months</p> <p>Use a calendar to record events and recognize important dates</p> <p>Identify the 12 months in order</p> <p>Identify, compare, and contrast the four seasons</p> <p>Recognize what holidays are</p> <p>Identify and explain who Abraham Lincoln and George Washington are</p>	<p>Change, yesterday, tomorrow, month, week, day, calendar, year, season, honesty</p>
<p><b>Unit 6: Stories of the Past</b> Big Book</p>	<p><b>STRAND 1: AMERICAN AND WORLD HISTORY</b> <b>Concept 1: Research Skills for History</b></p>	<p>What is the meaning of history?</p>	<p><b>Students will:</b> Identify national patriotic holidays Identify American holidays</p>	<p>Holiday, Thanksgiving, timeline, present, past,</p>

<p>Word Cards Activity Pattern Interactive Atlas Homework and Practice Book Audiotext CD Internet Resources</p>	<p><b>PO 1.</b> Retell personal events to show an understanding of how history is the story of events, people, and places in the past. <b>PO 2.</b> Listen to recounts of historical events, people, and places in the past. <b>PO 3.</b> Sequence recounts of historical events and people using the concepts of before and after. <b>PO 4.</b> Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <p><b>Strand 1: American History</b> <b>Concept 2: Early Civilizations</b> <b>PO 1.</b> Recognize that Native Americans are the original inhabitants of North America.</p> <p><b>Concept 3: Explanation and Colonization</b> <b>PO 1.</b> Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them. <b>PO 2.</b> Recognize that exploration resulted in the exchange of ideas, culture, and good (e.g., foods, animals, plants, artifacts).</p> <p><b>Concept 4: Revolution and New Nation</b> <b>PO 1.</b> Recognize that George Washington was our first president <b>PO 2.</b> Recognize that the Fourth of July is our nation’s birthday.</p> <p><b>Concept 9: Postwar United States</b> <b>PO 1.</b> Recognize that astronauts (e.g., John Glenn, Neil Armstrong,</p>	<p>What are some American holidays? Why do we celebrate holidays? How did families get food and water in the past? How was life in the past different from your life? Who are your ancestors? Why are current events important?</p>	<p>Describe how local customs and traditions are celebrated Recognize, compare and contrast how people lived in earlier times to ours today</p>	<p>future, fact, fiction, history.</p>
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	<p>Sally Ride) are explorers of space.</p> <p><b>STRAND 2: WORLD HISTORY</b>  <b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Retell personal events to show an understanding of how history is the story of events, people, and places in the past.  <b>PO 2.</b> Listen to recounts of historical events and people and discuss how they relate to present day.  <b>PO 3.</b> Sequence recounts of historical events and people using the concepts of before and after.  <b>PO 4.</b> Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <p><b>Concept 2: Early Civilizations</b>  <b>PO 1.</b> Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.  <b>PO 2.</b> Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).</p> <p><b>Concept 5: Encounters and Exchange</b>  <b>PO 1.</b> Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.  <b>PO 2.</b> Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods,</p>			
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	animals, plants, artifacts).			
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