



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

Start Date: 1

Meetings: 44 Instructional days (September 4th-November 5th)

Course Description

The course is an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Immerse into content throughout the year	K.1a Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by viewing artifacts and primary and secondary sources to develop an understanding of history	<ul style="list-style-type: none"> • Display pictures of different types of transportation, jobs, everyday objects (candles, lights, etc.) and ask students if it belong in the past or in the present. • Show pictures of a school room from the past and ask students how schools are different today. • Have students list rules that they have at home. With the student’s help, create a list of rules/procedures for the classroom. Help students compare and contrast. 	<ul style="list-style-type: none"> • Authentic questioning • Create a list or rules/procedures, have students recite



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			<ul style="list-style-type: none">● Show pictures of students following rules and not following rules. Have students identify. Ask why following rules is important.	
Immerse into content throughout the year	K.1b Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using basic map skills to support an understanding of community.	<ul style="list-style-type: none">● Display different types maps and help students locate the legend, symbols, land and water features.● Read books and discuss climate in Virginia. Help students understand how the climate affected people in Richmond.● Locate water features on the map. Discuss how the river and the proximity to the ocean affected Richmond.● Display a globe. Ask students how a globe is similar to a map and how it is different.● Display a compass rose. Discuss how it helps tell directions on a map or globe	<ul style="list-style-type: none">● Have students create a map of their school room, or bedroom or backyard.● Have students draw a basic compass rose.● Authentic questioning● Grand discussion



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<p>Immerse into content throughout the year</p>	<p>K.1c Skills Progression Chart</p>	<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by gathering and classifying information, sequencing events and separating fact from fiction to improve understanding of community.</p>	<ul style="list-style-type: none"> • Have students sequence actions from a historical event such as Thanksgiving. • Use drawings, maps or other artifacts to discuss history and events. • Create a chart listing events of the school day in chronological order. 	<ul style="list-style-type: none"> • Students will complete a sequencing worksheet • Authentic questioning • Grand discussion • Drawings of historical events • Journal entries
<p>Immerse into content throughout the year</p>	<p>K.1d Skills Progression Chart</p>	<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by asking appropriate questions to solve a problem.</p>	<ul style="list-style-type: none"> • Discuss with students the procedures for a Grand Discussion. • Read books about children have made decisions. Discuss with students • Demonstrate how students can discuss an issue and then vote. • Share books that demonstrate cause and effect and discuss different outcomes that decisions can have. • As a variety of questions before and after reading 	<ul style="list-style-type: none"> • Grand Discussion • Authentic questioning • Journal entry



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			about influential people or an event in history.	
Immerse into content throughout the year	K.1e Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by comparing and contrasting people, places and events.	<ul style="list-style-type: none"> • Create a class Venn diagram to compare attributes of class members. • Create a Venn diagram to compare how different holidays are celebrated. • Create a class chart of how jobs have changed over time. • Display pictures of schools, jobs, etc., past and present and discuss how they have changed. 	<ul style="list-style-type: none"> • Grand Discussion • Charts • Authentic questioning • Journal entry • Art response project
Immerse into content throughout the year	K.1f Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by recognizing direct cause-and-effect relationships.	<ul style="list-style-type: none"> • Use information about the location, climate and physical surroundings of Richmond to discuss how each of these affect basic wants/needs, how people dress, what people wear and what kinds of houses they build • Share books that point up cause and effect 	<ul style="list-style-type: none"> • Grand discussion • Authentic questioning • Journal entry • Diagrams • Art response project



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			<p>relationships. Discuss with students the outcomes of a certain decision.</p> <ul style="list-style-type: none"> • Discuss how the traits of a good citizen can affect classroom activities. 	
Immerse into content throughout the year	<p>K.1g</p> <p>Skills Progression Chart</p>	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by making connections between past and present.	<ul style="list-style-type: none"> • Display pictures of jobs from the past and discuss how they have changed today. • Display classrooms from the past and discuss how things have changed today. • Read stories that were centered in past and discuss what in the story tells us that it took place in the past. • Make connections between transportation methods in the past and the present. 	<ul style="list-style-type: none"> • Authentic questioning • Observation • Art response project • Worksheets
Immerse into content throughout the year	<p>K.1h</p> <p>Skills Progression Chart</p>	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using a decision-making model	<ul style="list-style-type: none"> • Read a book discussing the traits of a good citizen. Have students decide the pros and cons of being a good citizen. • Share a book where a character has made a decision. Discuss the 	<ul style="list-style-type: none"> • Grand discussion • Authentic questioning • Journal entry • Observation



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		to make informed decisions.	outcomes of that discussion. Was the outcome good? Bad? Why?	
Immerse into content throughout the year	K.1i Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.	<ul style="list-style-type: none"> ● Create a list of classroom rules ● Share a book about rules/procedures. Discuss why everyone should follow rules. ● Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. ● Identify the importance of classroom chores and determine a fair way to distribute responsibilities. 	<ul style="list-style-type: none"> ● Grand discussion ● Authentic questioning ● Choral reading ● Echo reading ● Journal entry ● Observation
Immerse into content throughout the year	K.1j Skills Progression Chart	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by developing fluency in content vocabulary and comprehension of	<ul style="list-style-type: none"> ● Label pictures and images with appropriate titles around the classroom. ● Create a set of vocabulary words for each section. Review with students on a daily/weekly basis. 	<ul style="list-style-type: none"> ● Authentic questioning ● Grand discussion ● Review ● Art response project ● Journal entry



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		oral, written and visual sources.	<ul style="list-style-type: none"> Add vocabulary to Word Wall. Review daily/weekly. Place pictures/maps of subjects studied around the room. Use for review on daily/weekly basis. 	
<p>Sept 4 - Sept 28 (19 Days)</p>	<p>K.10 a - g</p> <p>The student will demonstrate good citizenship</p> <p>Immerse in:</p> <p>K.1f K.1h K.1i K.1j Skills Progression Chart</p>	<p>a) taking turns and sharing</p> <p>b) taking responsibility for certain classroom chores:</p> <p>c) taking care of personal belongings and respecting what belongs to others;</p> <p>d) following rules and understanding the consequence of breaking rules;</p>	<p>Supplemental Materials:</p> <p>Picture Books:</p> <ul style="list-style-type: none"> City Green by DyAnne DiSalvo-Ryan We Live Here, Too! Kids Talk About Citizenship by Nancy Loewen Being a Good Citizen: A Book About Citizenship by Mary Small Following Rules by Cassie Mayer Talk and Work It Out by Cheri J. Meiners The Selfish Crocodile by Fustin Charles and Michael Terry 	<p>Formative:</p> <ul style="list-style-type: none"> Journal Discussion Authentic Questioning List Observation <p>Summative:</p> <ul style="list-style-type: none"> Illustrate a sentence Cut and Paste Worksheet Observation Grand Discussion



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		<p>e) practicing honesty, self-control and kindness to others;</p> <p>f) participating in decision making in the classroom; and,</p> <p>g) participating successfully in group settings</p>	<ul style="list-style-type: none"> • <u><i>The Recess Queen</i></u> by Alexis O’Neill and Laura Huliska-Beith • <u><i>What if Everybody Did That?</i></u> by Colleen M. Madden <p>Technology/Web Resources:</p> <p>BrainPOP - Community (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Citizenship SMARTboard Lesson (free account required)</p> <p>Clever.com (District password available from ITRT)</p> <p>rpstech.org (District password available from ITRT)</p> <p>Pinterest - Citizenship</p> <p>Citizenship - Gingerbread man</p> <p>Teachers Pay Teachers - Citizenship</p> <p>Virginia Department of Education:</p>	
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			Skills Progression Chart	
<p>Oct 1 - Oct 19 (14 Days)</p>	<p>K.4</p> <p>The student will understand and describe relative location.</p> <p>K.1b</p> <p>K.1c</p> <p>K.1d</p> <p>K.1e</p> <p>K.1j</p> <p>Skills Progression Chart</p>	<p>The student will describe the relative location of people, places and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front</p>	<p>Supplemental Materials:</p> <p>Picture Books</p> <ul style="list-style-type: none"> • <i>The Berenstain Bears: Inside Outside Upside Down</i> by Stan and Jan Berenstain • <i>Rosie's Walk</i> by Pat Hutchins • <i>Left or Right</i> by Karl M. Rehm • <i>We're Going on a Bear Hunt</i> by Michael Rosen • <i>Bug Dance</i> by Stuart J. Murphy • <i>Up, Down, and Around</i> by Katherine Ayres • <i>Elephants Aloft</i> by Kathi Appelt • <i>Great Day for Up</i> by Dr. Seuss • <i>Under My Hood I have a Hat</i> by Karla Kuskin 	<p>Formative</p> <ul style="list-style-type: none"> • Kinesthetic/Movement activity • Checklist • Authentic Questioning • Cut and Paste <p>Summative</p> <ul style="list-style-type: none"> • Cut and Paste • Worksheet • Art response • Authentic questioning • Grand Discussion • Observation



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			<ul style="list-style-type: none">• <u><i>Near and Far at the Beach</i></u> by Amanda Boyd• <u><i>Pete the Cat: The Wheels on the Bus</i></u> by James Dean <p>Technology/Web Resources:</p> <p>School tube - Rosie's Walk</p> <p>SMARTboard - Location (free account required) Clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Kindergarten - position words</p> <p>Directional Word Games</p> <p>Kindergarten Blossoms - position words</p> <p>Teachers Pay Teachers - Rosie's Walk - (free account required)</p>	
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			Virginia Department of Education: Skills Progression Chart	
Oct 29 - Nov 5 (11 Days)	K.10a-g, K.4 Skills Progression Chart	Review - Portfolio Assessment		



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Start Date: Day 45

Meetings: 45 Instructional Days (November 6th-January 25th)

Course Description

The course is an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Nov 6 - Dec 7 (20 Days)	K.11, K.3 K.11 : The students will understand and express patriotism K.3 : The student will sequence events of the past and present	K.11: a) recognizing the American flag; Martin Luther King, Jr. Day; George Washington's Birthday (President's Day); and Independence Day (Fourth of July)	Supplemental Materials: Picture Books <u>Patriotism</u> ● <i>Sew What, Betsy Ross?</i> by Peter Roop ● <i>Easy Reader Biographies: Betsy Ross: The Story of Our Flag</i> by Pamela Chanko ● <i>Betsy Ross: Designer of Our Flag</i> by Ann Weil	Formative ● Authentic Questioning ● Flag Project ● Illustrations ● Journaling – "If I Were President"; "I Have a Dream"; "How Do I Celebrate the 4th of July?" Summative ● Art Response ● Poster Project ● Sequencing ● Retelling of Story ● Graphic Organizer ● Foldable ● Timeline



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<p>K.1a K.1c K.1d K.1e K.1g K.1i</p> <p>Skills Progression Chart i</p>		<p>b) recognizing the American flag; c) recognizing the Pledge of Allegiance; d) knowing that the president is the leader of the United States; and e) recognizing the holidays and people associated with Thanksgiving Day, Martin Luther King Day, President’s Day, and Independence Day.</p> <p>K.3: The student will sequence events in the past and present and begin to recognize that things change over time.</p>	<ul style="list-style-type: none"> • <u><i>The Pledge of Allegiance</i></u> by Francis Bellamy (Scholastic) • <u><i>I Pledge Allegiance</i></u> by Bill Martin, Jr. • <u><i>Presidents Who Helped Kids: Children’s Modern History</i></u> by Baby Professor • <u><i>Kids Meet the Presidents</i></u> by Paul Rodhe & Paul Beatrice • <u><i>So You Want To Be President</i></u> by Judith St. George <p><u>Thanksgiving Day</u></p> <ul style="list-style-type: none"> • <u><i>The Very First Thanksgiving</i></u> by Cara Ashrose • <u><i>T’was the Night Before Thanksgiving</i></u> by Dav Pilkey • <u><i>Pete the Cat: The First Thanksgiving</i></u> by James Dean • <u><i>Turkey Trouble</i></u> by Wendi J. Silvano • <u><i>10 Fat Turkeys</i></u> by Tony Johnston 	
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			<ul style="list-style-type: none">• <u><i>The Night Before Thanksgiving</i></u> by Natasha Wing <p><u>Martin Luther King, Jr. Day</u></p> <ul style="list-style-type: none">• <u><i>My First Biography of Martin Luther King Jr</i></u> by Marion Dane Bauer• <u><i>March On! The Day My Brother Martin Changed the World</i></u> by Christine King Farris• <u><i>My Daddy, Dr. Martin Luther King, Jr.</i></u> by Martin Luther King III• <u><i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i></u> by Doreen Rappaport <p><u>George Washington (Presidents' Day)</u></p> <ul style="list-style-type: none">• <u><i>The Story of George Washington</i></u> by Patricia A. Pingry• <u><i>George Washington's Breakfast</i></u> by Jean Fritz	
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			<ul style="list-style-type: none">• <u><i>If You Grew Up with George Washington</i></u> by Ruth Belov Gross• <u><i>I am George Washington</i></u> by Brad Meltzer• <u><i>My Little Golden Book About George Washington</i></u> by Lori Haskins Houran <p><u>Independence Day (Fourth of July)</u></p> <ul style="list-style-type: none">• <u><i>Fireworks, Picnics, and Flags: The Story of the Fourth of July</i></u> by James Cross Giblin• <u><i>The Story of the Star-Spangled Banner</i></u> by Patricia Pingry• <u><i>The 4th of July Story</i></u> by Alice Dalgliesh• <u><i>The Case of the July 4th Jinx (Milo and Jazz Mysteries)</i></u> by Lewis B. Montgomery• <u><i>Hats Off for the Fourth of July</i></u> by Harriet Ziefert	
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			<ul style="list-style-type: none">• <u><i>Red, White, and BOOM!</i></u> By Lee Wardlaw• <u><i>Fourth of July Mice!</i></u> by Bethany Roberts <p>Technology:</p> <p>Discovery Education #1 (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Discovery Education #2 (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>BrainPOP - Thanksgiving (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>BrainPOP - Martin Luther King Jr. Day (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>BrainPOP - George Washington (Presidents' Day) (District password available from</p>	
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			<p>Instructional Technology Resources Teacher (ITRT))</p> <p>Watch Know Learn</p> <p>Fourth of July videos for kids</p> <p>Web Resources:</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Patriotism</u></p> <p>Patriotism</p> <p>Discovery Education - Thanksgiving Day (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Mrs. Lee's - Thanksgiving</p>	
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			Enchanted Learning - Thanksgiving Teacher Vision - Martin Luther King Jr. Day Kindergarten - MLK Simply Kinder - MLK Enchanted Learning - Presidents Day Virginia Department of Education: Skills Progression Chart	
Dec 10 - Jan 11 (16 Days)	K.2, K.3 The student will understand and describe events and people from history K.1a K.1c K.1d	K.2a-b: a) identifying examples of historical events, stories and legends that describe the development of local community; and b) identifying people who helped establish and lead the	Supplemental Materials: Picture Books <ul style="list-style-type: none"> • <i>Schools of the Past, Present, and Future</i> by Linda Bozzo Arthur R. Ashe, Jr. <ul style="list-style-type: none"> • <i>Game, Set, Match, Champion Arthur Ashe</i> by Crystal Hubbard • <i>Arthur Ashe: Young Tennis Champion</i> by Paul Mantel • <i>Young Arthur Ashe: Brave Champion</i> by Robin Dexter 	Formative <ul style="list-style-type: none"> • Story telling • Illustration • Authentic questioning • Checklist • Think/Pair/Share • Sequence events of a story Summative <ul style="list-style-type: none"> • Cut and paste • Journaling • Sequencing • Graphic organizer



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<p>K.1e K.1f K.1g K.1i K.1j Skills Progression Chart</p>	<p>local community over time</p> <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time</p>	<p>Historical Events & the Community</p> <p>Arthur R. Ashe, Jr.</p> <p>A. Linwood Holton</p> <p>Maggie L. Walker</p> <p>Change Over Time</p> <p>Sequence Events</p>	<p><u>Maggie L. Walker</u></p> <ul style="list-style-type: none"> • <u>Maggie L. Walker: Pioneering Banker and Community Leader</u> by Candice F. Ransom (use for pictures) <p>Technology/Web Resources:</p> <p>What Was There</p> <p>Arthur Ashe Jr.:</p> <p>Arthur Ashe Jr.</p> <p>YouTube - Arthur Ashe</p> <p>Biography - Arthur Ashe</p> <p>Maggie L. Walker:</p> <p>National Parks Service - Maggie Walker</p> <p>YouTube - Maggie Walker</p> <p>YouTube - Life of Maggie Walker</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	
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			<p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
Jan 14 - Jan 25 (9 Days)	K.2 , K.3 , K.11	Review - Portfolio Assessment		



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Start Day: Day 90

Meeting: 43 Instructional Days (January 28 – March 29)

Course Description

The course is an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Jan 29 - Feb 8 (9 Days)	K.5 The student will use simple maps and globes: K.1a K.1b K.1c K.1d K.1e	a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in historical	Supplemental Materials: Picture Books <ul style="list-style-type: none"> • <i>Follow That Map!</i> by Scot Ritchie • <i>Me on the Map</i> by Joan Sweeney • <i>There's a Map on My Lap</i> by Dr. Seuss • <i>Looking at Maps and Globes</i> by Rebecca Olien 	Formative <ul style="list-style-type: none"> • Me on a Map assessment • Authentic Questioning • Foldables • Diorama • Journals Summative <ul style="list-style-type: none"> • Illustrating • Grand discussion • Cut and paste • Art response



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<p>K.1g</p> <p>K.1i</p> <p>Skills Progression Chart</p>		<p>events, stories and real-life situations;</p> <p>c) locate land and water features;</p> <p>d) identify basic map symbols in a map legend; and</p> <p>e) identify places and objects of a familiar area</p>	<ul style="list-style-type: none"> ● <u><i>Maps are Flat, Globes are Round</i></u> by Meg Greve ● <u><i>Keys and Symbols on Maps</i></u> by Meg Greve ● <u><i>My Town</i></u> by Rebecca Treays ● <u><i>North, South, East, and West</i></u> by Meg Greve ● <u><i>Mapping Penny's World</i></u> by Loreen Leedy ● <u><i>Where Do I Live?</i></u> By Neil Chesanow <p>Technology/Web Resources:</p> <p>BrainPOP - Geography (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Discovery Education - geography (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>BrainPOP - Continents and Oceans (District password available from Instructional Technology Resources Teacher (ITRT))</p>	
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			<p>SMART Exchange (free account required)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>World Maps Online</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
<p>Feb 11 - Feb 22 (9 Days)</p>	<p>K.6</p> <p>The student will develop an awareness of maps and globes</p> <p>K.1a</p> <p>K.1b</p>	<p>a) show a view from above;</p> <p>b) show things in smaller size; and</p> <p>c) show the position of objects</p>	<p>Supplemental Materials:</p> <p>Picture Books</p> <ul style="list-style-type: none"> • <i>Follow That Map!</i> by Scot Ritchie • <i>Me on the Map</i> by Joan Sweeney • <i>There's a Map on My Lap</i> by Dr. Seuss 	<p>Formative</p> <ul style="list-style-type: none"> • Me on a Map assessment • Authentic Questioning • Foldables • Diorama • Checklist <p>Summative</p> <ul style="list-style-type: none"> • Illustrating • Cut and Paste • Pirate Map project • Grand Discussion



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<p>K.1c</p> <p>K.1d</p> <p>K.1e</p> <p>K.1g</p> <p>K.1i</p> <p>K.1j</p> <p>Skills Progression Chart</p>			<ul style="list-style-type: none"> • <i>Looking at Maps and Globes</i> by Rebecca Olien • <i>Maps are Flat, Globes are Round</i> by Meg Greve • <i>Keys and Symbols on Maps</i> by Meg Greve • <i>My Town</i> by Rebecca Treays • <i>North, South, East, and West</i> by Meg Greve • <i>Mapping Penny's World</i> by Loreen Leedy • <i>Where Do I Live?</i> By Neil Chesanow <p>Technology/Web Resources:</p> <p>BrainPOP - Reading Maps (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Discovery Education - Maps (District password available from Instructional Technology Resources Teacher (ITRT))</p>	
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			<p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>World Maps Online</p> <p>Kindergarten Corps - Maps</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
<p>Feb 25 - Mar 15 (15 Days)</p>	<p>K.7</p> <p>The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their</p>		<p>Supplemental Material</p> <p>Picture Books</p> <p><u>Climate</u></p> <ul style="list-style-type: none"> • <i>Oh, Say Can You Say What's the Weather Today?</i> by Dr. Seuss • <i>All Around the Seasons</i> by Barney Saltzberg • <i>Hello, World! Weather</i> by Jill McDonald 	<p>Formative</p> <ul style="list-style-type: none"> • Think/Pair/Share • Illustrations • Matching • Checklist • Autentice questioning <p>Summative</p> <ul style="list-style-type: none"> • Art response • Project • Foldables • Cut and paste



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	<p>food, clothing, shelter, transportation, and recreation.</p> <p>K.1a</p> <p>K.1b</p> <p>K.1c</p> <p>K.1d</p> <p>K.1e</p> <p>K.1f</p> <p>K.1g</p> <p>K.1i</p> <p>K.1j</p> <p>Skills Progression Chart</p>		<p><u>Transportation</u></p> <ul style="list-style-type: none"> • <u><i>Cars and Trucks and Things that Go</i></u> by Richard Scarry • <u><i>Transportation in My Neighborhood</i></u> by Shelly Lyons • <u><i>Transportation</i></u> by Gail Gibbons • <u><i>Transportation</i></u> by Alain Gree • <u><i>Whose Vehicle Is This? A Look at Vehicles Workers Drive - Fast, Loud, and Bright</i></u> by Sharon Katz Cooper <p><u>Physical Surroundings</u></p> <ul style="list-style-type: none"> • <u><i>Earth's Landforms and Bodies of Water</i></u> by Natalie Hyde • <u><i>Volcanoes (Learning About Landforms)</i></u> by Chris Oxlade • <u><i>Islands (Learning About Landforms)</i></u> by Ellen Labrecque • <u><i>Valleys (Learning About Landforms)</i></u> by Ellen Labrecque 	
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			<ul style="list-style-type: none">• <u>Mountains (Learning About Landforms)</u> by Chris Oxlade <p>Technology/Web Resources:</p> <p><u>Climate</u></p> <p><u>BrainPOP - Weather</u> (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Discovery Education - Weather</u> (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Transportation</u></p> <p><u>BrainPOP - Transportation</u> (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>YouTube - We all go traveling by</u></p> <p><u>National Geographic - Transportation</u></p> <p><u>Physical Surroundings</u></p>	
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			<p>BrainPOP - Landforms (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Discovery Education (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Physical Surroundings</u></p> <p>Teacher Junkie - Landforms</p> <p>Pinterest - Landforms</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

Mar 18 - Mar 29 (10 Days)	K.5 , K.6 , K.7	Review – Portfolio Assessment		
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Start Day: 136

Meeting: 48 Days (April 8 – June 14)

Course Description

The course is an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Pacing, Resources & Assessments ~ MP4

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Apr 8 - May 3 (19 Days)	K.8 The student will match simple descriptions of work that people do with the names of those jobs.	Community Helpers	Supplemental Materials: Picture Books <ul style="list-style-type: none"> • <i><u>Clothesline Clues to Jobs People Do</u></i> by Kathryn Heling • <i><u>On the Town: A Community Adventure</u></i> by Judith Caseley • <i><u>Police: Hurrying! Helping! Saving!</u></i> By Patricia Hubbell 	Formative <ul style="list-style-type: none"> • Journal: When I Grow Up I want to Be a • Think/Pair/Share • Illustrations Summative <ul style="list-style-type: none"> • Matching • Authentic questioning • Observation



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

	<p>K.1a</p> <p>K.1c</p> <p>K.1d</p> <p>K.1e</p> <p>K.1f</p> <p>K.1g</p> <p>K.1j</p> <p>Skills Progression Chart</p>		<ul style="list-style-type: none"> • <i>All Through My Town</i> by Jean Reidy • <i>Millie Waits for the Mail</i> by Alexander Steffenmeier • <i>Clifford the Firehouse Dog</i> by Norman Birdwell • <i>I Stink!</i> By Kate McMullan • <i>Career Day</i> by Anne Rockwell • <i>Doctor Meow's Big Emergency</i> by Sam Lloyd <p>Technology/Web Resources:</p> <p>BrainPOP - Community Helpers (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional</p>	
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

			<p>Technology Resources Teacher (ITRT))</p> <p>Community Helpers</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
<p>May 6 - May 31 (19 Days)</p>	<p>K.9</p> <p>The student will recognize differences between needs and wants</p> <p>K.1c</p> <p>K.1d</p> <p>K.1e</p> <p>K.1f</p> <p>K.1h</p> <p>K.1i</p> <p>K.1j</p>	<p>a) recognize that people make choices because they cannot have everything they want;</p> <p>b) explain that people work to earn money to buy the things they want</p>	<p>Supplemental Materials:</p> <p>Picture Books</p> <ul style="list-style-type: none"> • <i>The Bag I'm Taking to Grandma's</i> by Shirley Neitzel • <i>A Chair for My Mother</i> by Vera B. Williams • <i>How Much is That Doggie in the Window?</i> by Iza Trapani • <i>If You Give a Pig a Pancake</i> by Laura Numeroff • <i>Arthur's TV Trouble</i> by Marc Brown • <i>Chicken Sunday</i> by Patricia Polacco 	<p>Formative</p> <ul style="list-style-type: none"> • Needs vs. Wants sort • Think/Pair/Share • Authentic questioning • Journal: I Need... I Want... <p>Summative</p> <ul style="list-style-type: none"> • Needs/wants sort • Grand discussion • Observation • Cut and paste • Art responses



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

	<p>Skills Progression Chart</p>		<ul style="list-style-type: none">• <i>Max's Dragon Shirt</i> by Rosemary Wells• <i>Nothing</i> by Jon Agee• <i>The Giving Tree</i> by Shel Silverstein <p>Technology/Web Resources:</p> <p>BrainPOP - Wants and Needs (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>rpstech.org (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Sharing Kindergarten - Wants and Needs</p> <p>Virginia Department of Education:</p> <p>Skills Progression Chart</p>	
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

<p>June 3 - June 14 (10 Days)</p>	<p>K.1 - K.11</p>	<p>Review - Portfolio Assessment</p>		
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enrich the standards and clarify the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.



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Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.1a ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) viewing artifacts and primary and secondary sources to develop an understanding of history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Viewing artifacts and primary and secondary sources involves making observations and asking questions.</p> <p>An artifact is an object or tool that reveals something about the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>	<ul style="list-style-type: none">· View works of art, such as a mural or statue from the local community.· View maps of the local community.· View photographs from the past and from the present depicting people working in the local community.· View photographs of an American flag from long ago.· Listen to or talk with citizens from the local community about life in the past.



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STANDARD K.1b ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using basic map skills to support an understanding of the community;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Maps help develop an awareness of where places are located in the community.</p> <p>Using a map involves making observations and connections, asking questions, and reflecting.</p>	<ul style="list-style-type: none">· Make simple observations and ask questions about where places are located in the community.· Use a map (may be digital) or a globe to identify the location of places referenced in stories and real-life situations.· Create a simple map of the classroom, playground, or neighborhood.· Explain how colors are used to show land and water features on maps and globes.· Compare maps of the local community from the past and from the present.



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STANDARD K.1c ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Gathering information involves using a variety of resources.</p> <p>Classifying information involves grouping like information.</p> <p>Sequencing events involves placing events in chronological order.</p> <p>Separating fact from fiction involves determining whether or not information can be proven with evidence.</p>	<ul style="list-style-type: none">· Listen to community members discuss events, stories, and legends to learn about the community.· Sequence events from the past that show how the community has changed over time.· Create a timeline with five events from the life of a student or a community member.· Create a list of statements about the community. Sort them according to which ones can be proven with evidence and which cannot.



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STANDARD K.1d ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) asking appropriate questions to solve a problem;

Essential Understandings	Experiences may include but are not limited to the following:
Asking a variety of questions extends learning and deepens understanding.	<ul style="list-style-type: none">· Create a simple survey or questionnaire to gain a deeper understanding of the local community.· Ask adults in the community a variety of questions about a community issue.· Create a class story proposing solutions to a problem.



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STANDARD K.1e ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting people, places, or events;

Essential Understandings	Experiences may include but are not limited to the following:
Comparing and contrasting examines similarities and differences among people, places, or events. Communities have different physical and cultural characteristics.	<ul style="list-style-type: none">· Discuss how community helpers are alike and different in the services they provide.· Use positional words such as near/far, above/below, behind/in front of, and left/right to describe how places are alike and different.· Compare maps and images of the local community from the past and from the present.· Create a Venn diagram to compare how holidays are celebrated.



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STANDARD K.1f ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) recognizing direct cause-and-effect relationships;

Essential Understandings	Experiences may include but are not limited to the following:
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>Cause-and-effect relationships can be observed in the classroom, school, and community.</p>	<ul style="list-style-type: none">· Explain how the location, climate, and physical surroundings of the community affected the way people met basic wants (e.g., food, clothing, shelter) in the past and how they meet them in the present.· Discuss the effects of following or breaking a classroom rule.· Draw pictures to show the effects of helping others.



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STANDARD K.1g ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) making connections between past and present;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Everyday life in our community today is different from everyday life long ago.</p> <p>People, events, and developments have brought changes to the community.</p>	<ul style="list-style-type: none">· Read stories about the community in the past.· Show images of foods, clothing, and houses from the past and make connections to foods, clothing, and houses of the present.· Discuss how community jobs have changed over time.· Use maps from the past and from the present to show how the community boundaries have changed over time.· Use maps or images from the past and from the present to show how maps have changed over time.



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STANDARD K.1h ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 h) using a decision-making model to make informed decisions;

Essential Understandings	Experiences may include but are not limited to the following:						
<p>Making choices involves getting more of one thing by giving up something else.</p> <p>All decisions involve costs (disadvantages) and benefits (advantages).</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p>	<p>Use a decision-making model to discuss the costs and benefits of</p> <ul style="list-style-type: none"> · a way to improve the classroom, school, or community · buying a toy · choosing a snack · working in a group · completing a classroom job. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="457 1039 1291 1360"> <thead> <tr> <th colspan="2" data-bbox="457 1039 1291 1104">Decision to be made:</th> </tr> <tr> <th data-bbox="457 1104 844 1169">Benefits (Advantages)</th> <th data-bbox="844 1104 1291 1169">Costs (Disadvantages)</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 1169 844 1360"></td> <td data-bbox="844 1169 1291 1360"></td> </tr> </tbody> </table>	Decision to be made:		Benefits (Advantages)	Costs (Disadvantages)		
Decision to be made:							
Benefits (Advantages)	Costs (Disadvantages)						



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.1i ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;

Essential Understandings	Experiences may include but are not limited to the following:
The classroom provides opportunities for students to develop the qualities of a good citizen.	<ul style="list-style-type: none">· Identify the importance of classroom chores and determine a way to distribute responsibilities fairly.· Work in groups to choose among several fruits for a snack, demonstrating how people must choose something and give up something else when they cannot have everything they want.· Take turns while playing a matching game.· Create a classroom or school map, having each student draw a location on the map.



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STANDARD K.1j ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about the community.</p> <p>Comprehending content vocabulary involves using and interacting with a variety of sources.</p>	<ul style="list-style-type: none">· Participate in class discussions about rules and the consequences of following or breaking rules, using new content vocabulary.· Match pictures of workers with simple descriptions of the work people do.· Sequence events in oral or written stories about families in the past and in the present.



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.2a, b ([Back to CPR](#))

The student will recognize that history describes events and people from other times and places by

- a) identifying examples of historical events, stories, and legends that describe the development of the local community; and**
- b) identifying people who helped establish and lead the local community over time.**

Essential Understandings	Essential Knowledge
<p>History relates events that have already happened.</p> <p>History teaches us about the interesting lives of people long ago.</p> <p>Localities in Virginia recognize people who helped establish and lead the local community over time.</p>	<p>Terms to know</p> <ul style="list-style-type: none">· history: Events that have already happened· community: A place where people live, work, and play <p>Each local community has a unique history that includes stories and legends that have developed over time.</p> <p>Localities recognize people who contributed to the development of the community over time.</p> <p>Local schools and divisions may determine community-related events, stories, legends, and people to be studied.</p>



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.3 ([Back to CPR](#))

The student will sequence events in the past and present and begin to recognize that things change over time.

Essential Understandings	Essential Knowledge
<p>Everyday life today is different from everyday life long ago.</p> <p>Stories and people can describe events from the past.</p>	<p>Terms to know</p> <ul style="list-style-type: none">· past: Something that has already happened· present: What is happening now <p>Information about events and traditions of the past is gained through the study of Thanksgiving; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).</p> <p>Events and traditions can be placed in chronological order to show change over time.</p> <p>Descriptions of life in the past and in the present can be shared by people through pictures and stories and can show how communities change over time.</p>



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.4 ([Back to CPR](#))

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Essential Understandings	Essential Knowledge
<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things.</p> <p>There are certain words that help us describe where people, places, and things are located.</p>	<p>Terms to know (positional words)</p> <ul style="list-style-type: none">· near, far· above, below· left, right· behind, in front of <p>Positional words are used daily to describe where people, places, and things are located in relation to each other.</p>



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.5a, b, c, d, e ([Back to CPR](#))

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
- b) describe places referenced in historical events, stories, and real-life situations;
- c) locate land and water features;
- d) identify basic map symbols in a map legend; and
- e) identify places and objects of a familiar area.

Essential Understandings	Essential Knowledge
<p>Maps and globes represent Earth and sometimes include map legends.</p> <p>The location of places referenced in stories and real-life situations can be shown on maps and globes.</p> <p>Land and water features can be found on maps and globes.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> · map: A drawing that shows what a place looks like from above · globe: A round model of Earth · model: Something that stands for something else · symbol: A picture or thing that stands for something else · map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for <p>Maps or globes can show the location of places referenced in stories and real-life situations.</p> <p>Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans.</p> <p>Land and water features on maps and globes are shown by different colors.</p>



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.6a, b, c ([Back to CPR](#))

The student will develop an awareness that maps and globes

- a) show a view from above;
- b) show things in smaller size; and
- c) show the position of objects.

Essential Understandings	Essential Knowledge
Basic map concepts will help students use maps and globes.	<p>Basic concepts about maps and globes</p> <ul style="list-style-type: none">· Land and water features can be shown on a map as viewed from above.· Maps and globes show features in a smaller size than they are in real life.· Locations can be found using a map, globe, geographic tool, or electronic device. <p>Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.</p>



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STANDARD K.7 ([BACK TO CPR](#))

The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Knowledge
<p>Geography includes the study of locations, climates, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p>	<p>Terms to know</p> <ul style="list-style-type: none">· location: Where people live· climate: The kinds of weather an area has over a long period of time· physical surroundings: Land and bodies of water present in a given location· season: Any one of the four phases of the year (spring, summer, fall, or winter)· transportation: A way of moving people and things from one place to another <p>Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the</p> <ul style="list-style-type: none">· foods they eat· clothing they wear· types of houses they build. <p>Communities use various types of transportation to meet their needs.</p> <p>Geography affects how people travel from one place to another and determines which recreational activities are available in a location.</p>



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.8 ([Back to CPR](#))

The student will match simple descriptions of work that people do with the names of those jobs.

Essential Understandings	Essential Knowledge
People work at jobs.	<p>People work at jobs to earn money to meet their wants.</p> <p>Examples of jobs</p> <ul style="list-style-type: none">• Doctors and nurses are people who take care of other people when they are sick.• Construction workers are people who build houses and other buildings.• Teachers are people who help students learn.• Chefs are people who prepare meals.• Farmers are people who grow crops and raise animals.• Firefighters are people who put out fires.



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.9a, b ([Back at CPR](#))

The student will

- a) recognize that people make choices because they cannot have everything they want; and**
- b) explain that people work to earn money to buy the things they want.**

Essential Understandings	Essential Knowledge						
<p>People cannot have everything they want. A decision-making model helps people make choices.</p> <p>People have to make choices about things they want.</p> <p>People work to earn money and use it to buy the things they want.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • choice: Deciding among two or more things • wants: Things people would like to have • money: What people use to buy the things they want (paper bills and coins are examples of money) <p>When people cannot have everything they want, they must choose something and give up something else.</p> <p>Sample Decision-Making Model</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Decision to be made:</td> </tr> <tr> <td style="text-align: center;">Benefits</td> <td style="text-align: center;">Costs</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Decision to be made:		Benefits	Costs		
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Benefits	Costs						



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.10a, b, c, d, e, f, g ([Back to CPR](#))

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom; and
- g) participating successfully in group settings.

Essential Understandings	Essential Knowledge
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

<p>Good citizens are involved in their homes, schools, and communities.</p> <p>Good citizens take responsibility for their own actions.</p> <p>Good citizens participate in making decisions in the classroom.</p> <p>Good citizens work well with their classmates in groups.</p> <p>Good citizens help others in their community.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • community: A place where people live <p>Examples of being a good citizen</p> <ul style="list-style-type: none"> • Taking turns • Sharing • Completing classroom assignments • Taking care of one’s things • Respecting what belongs to others • Being honest • Practicing self-control • Being kind to others • Participating in making classroom decisions • Working well with classmates in groups <p style="text-align: center;">Cause and Effect: The Importance of Rules</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 20%;">Rule</th> <th style="width: 25%;">Results of following the rule</th> <th style="width: 40%;">Consequences of breaking the rule</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Home</td> <td><i>Put toys away.</i></td> <td>Toys are safe. You know where toys are located.</td> <td>Toys may be broken or lost.</td> </tr> <tr> <td style="text-align: center;">School</td> <td><i>Follow teacher directions.</i></td> <td>The classroom is an orderly environment.</td> <td>The classroom is not an orderly environment.</td> </tr> </tbody> </table>		Rule	Results of following the rule	Consequences of breaking the rule	Home	<i>Put toys away.</i>	Toys are safe. You know where toys are located.	Toys may be broken or lost.	School	<i>Follow teacher directions.</i>	The classroom is an orderly environment.	The classroom is not an orderly environment.
	Rule	Results of following the rule	Consequences of breaking the rule										
Home	<i>Put toys away.</i>	Toys are safe. You know where toys are located.	Toys may be broken or lost.										
School	<i>Follow teacher directions.</i>	The classroom is an orderly environment.	The classroom is not an orderly environment.										



Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

	Community	<i>Look both ways before crossing the street.</i>	Everyone crosses the street safely.	Someone may get hurt.
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

STANDARD K.11a, b, c, d ([Back to CPR](#))

The student will develop an understanding of how communities express patriotism through events and symbols by

- a) recognizing the American flag;
- b) recognizing the Pledge of Allegiance;
- c) knowing that the president is the leader of the United States; and
- d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).

Essential Understandings	Essential Knowledge
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Course Title/Course #: Kindergarten: Introduction to History and Social Science Focus on the Community

<p>The United States has a national flag.</p> <p>The United States has a national pledge to the flag.</p> <p>The United States has a leader, who is called the president.</p> <p>We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism.</p>	<p>Term to know</p> <ul style="list-style-type: none">· patriotism: Feeling of respect for and love of country and state <p>The American flag has white stars on a blue rectangle, and it also has red and white stripes.</p> <p>The pledge to the American flag is called the Pledge of Allegiance.</p> <p>The president is the leader of the United States.</p> <p>Holidays to know</p> <ul style="list-style-type: none">· Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November.· Martin Luther King, Jr., Day: This is a day to remember an African American man who worked so that all people would be treated fairly. It is observed in January.· George Washington Day (Presidents' Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.· Independence Day (Fourth of July): This is a day to remember when the United States became a country. It is sometimes called America's birthday. It is observed in July.
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