

Warren County Public Schools: Kindergarten Social Studies Planning and Pacing Guide

Dear Kindergarten Teacher:

Kindergarten students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. In early years, children develop a foundation for the entire Social Studies program beginning in Kindergarten; therefore, Social Studies must be an essential part of the daily curriculum. *This planning and pacing guide will assist you in the designing of rigorous and relevant lessons* in the following Social Studies strands: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture.

As students are acquainted with diverse classmates, they develop awareness of the similarities among individuals in the classroom as well as within the school, community and world. Comparing family traditions enable students to accept and appreciate their pluralistic society and acquire a sense of purpose regarding their role and the role of other citizens within the community and world. Kindergarten students develop geographic awareness of their surroundings by using geographic representations to process information about locations using maps and globes. They learn that people not only use the environment, but also modify or adapt to it.

In history, kindergarten students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. Students begin to appreciate the influence history has on their daily lives as they identify contributions of historical figures. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by relating them to their own wants and needs.

Integration of *Social Studies Clarifying Objectives* within the English language arts block is an effective global approach for making meaningful cross discipline connections and designing rigorous lessons. Therefore, the “*Content Focus*” and/or the *aligned cognitive process skill* (located within each social studies “clarifying objective”), may be taught as *informational text*.

| Pacing Guide Feature | Explanation |
|----------------------------|---|
| Essential Standard | What students must know, understand, and be able to apply during oral and written communications and on performance assessments |
| Essential Vocabulary | |
| Clarifying Objective | |
| Cognitive Processing Skill | The cognitive process refers to the “verb” used in the standard. |
| Content Focus | The “content focus” refers to the verb used in the standard. |
| Resources | |

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Overall Kindergarten Social Studies Standards

| History | Geography and Environmental Literacy | Economics and Financial Literacy | Civics and Government | Culture |
|---|--|--|---|--|
| <p>K.H.1 Understand change over time.</p> <p>K.H.1.1 Explain how people change over time (self and others).</p> <p>K.H.1.2 Explain how seasons change over time.</p> <p>K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.)</p> | <p>K.G.1 Use geographic representations and terms to describe surroundings.</p> <p>K.G.1.1 Use maps to locate places in the classroom, school and home.</p> <p>K.G.1.2 Use globes and maps to locate land and water features.</p> <p>K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).</p> <p>K.G.1.1 Use maps to locate places in the classroom, school and home.</p> <p>K.G.2 Understand the interaction between humans and the environment.</p> <p>K.G.2.1 Explain how people adapt to weather conditions.</p> <p>K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).</p> | <p>K.E.1 Understand basic economic concepts</p> <p>K.E.1.1 Explain how families have needs and wants.</p> <p>K.E.1.2 Explain how jobs help people meet their needs and wants.</p> | <p>K.C&G.1 Understand the roles of a citizen.</p> <p>K.C&G.1.1 Exemplify positive relationships through fair play and friendship.</p> <p>K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood</p> | <p>K.C.1 Understand how individuals are similar and different.</p> <p>K.C.1.1 Explain similarities in self and others.</p> <p>K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).</p> |

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1st Quarter

| Social Studies Strand: Civics and Government | | | | |
|---|---|----------------------------|--|-----------|
| Essential Vocabulary: exemplify, civics, government, relationships, friendship, fair play, citizens, rules, obey, positive, neighborhood | | | | |
| NC Essential Standard | Clarifying Objective | Cognitive Processing Skill | Content Focus | Resources |
| K.G.1 Understand the roles of a citizen. | K.C&G.1.1 Exemplify positive relationships through fair play and friendship. | K.C&G.1.1 Exemplify | K.C&G.1.1 Positive relationships through fair play and friendship | |
| | K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. | K.C&G.1.2 Explain | K.C&G.1.2 Why citizens obey rules in the classroom, school, home and neighborhood | |
| Social Studies Strand: Culture | | | | |
| Essential Vocabulary: culture, explain, similarities, people, dress, food, speak | | | | |
| NC Essential Standard | Clarifying Objective | Cognitive Processing Skill | Content Focus | Resources |
| K.C.1 Understand how individuals are similar and different | K.C.1.1 Explain similarities in self and others. | K.C.1.1 Explain | K.C.1.1 Similarities in self and others | |
| | K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.). | K.C.1.2 Explain | K.C.1.2 Elements of culture: - how people speak - how people dress - foods they eat | |

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2nd Quarter

Social Studies Strand: Geography

Essential Vocabulary: identify, geography, environment, map, locate, location, near, far, left, right, above, beneath

| NC Essential Standard | Clarifying Objective | Cognitive Processing Skill | Content Focus | Resources |
|--|--|----------------------------|---|-----------|
| K.G.1 Use geographic representations and terms to describe surroundings | K.G.1.1 Use maps to locate places in the classroom, school and home. | K.G.1.1 Use, locate | K.G.1.1 Maps; Places in the classroom, school, and home | |
| | K.G.1.2 Use globes and maps to locate land and water features. | K.G.1.2 Use, locate | K.G.1.2 Globes and maps; Land & water features | |
| | K.G.1.3 Identify physical features(mountains, hills, rivers, lakes, roads, etc.). | K.G.1.3 Identify | K.G.1.3 physical features - mountains, hills - rivers, lakes - roads, etc. | |
| | K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above, beneath, etc.). | K.G.1.4 Identify | K.G.1.4 Locations in the classroom; Positional words: - near/far - right/left - above/beneath, etc. | |

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3rd Quarter

| Social Studies Strand: Environmental Literacy | | | | | | | | |
|--|--|----------------------|---|----------------------------|---------------|---------|---|--|
| Essential Vocabulary: understand, explain, humans, environment, weather, weather conditions, basic needs, shelter, adapt, resources | | | | | | | | |
| NC Essential Standard | | Clarifying Objective | | Cognitive Processing Skill | Content Focus | | Resources | |
| K.G.2 | Understand the interaction between humans and the environment | K.G.2.1 | Explain how people adapt to weather conditions. | K.G.2.1 | Explain | K.G.2.1 | How people adapt to weather conditions. | |
| | | K.G.2.2 | Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.) | K.G.2.2 | Explain | K.G.2.2 | Ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.) | |
| Social Studies Strand: Economic and Financial Literacy | | | | | | | | |
| Essential Vocabulary: explain, concepts, economic, family, needs, wants, jobs | | | | | | | | |
| NC Essential Standard | | Clarifying Objective | | Cognitive Processing Skill | Content Focus | | Resources | |
| K.E.1 | Understand basic economic concepts | K.E.1.1 | Explain how families have needs and wants. | K.E.1.1 | Explain | K.E.1.1 | How families have needs and wants | |
| | | K.E.1.2 | Explain how jobs help people meet their needs and wants. | K.E.1.2 | Explain | K.E.1.2 | How jobs help people meet their needs and wants. | |

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4th Quarter

| Social Studies Strand: History | | | | |
|---|--|----------------------------|--|-----------|
| Essential Vocabulary: history, explain, change, over time, seasons, impact, life events, siblings, job, | | | | |
| NC Essential Standard | Clarifying Objective | Cognitive Processing Skill | Content Focus | Resources |
| K.H.1 Understand change over time. | K.H.1.1 Explain how people change over time (self and others). | K.H.1.1 Explain | K.H.1.1 How people change over time (self and others). | |
| | K.H.1.2 Explain how seasons change over time. | K.H.1.2 Explain | K.H.1.2 How seasons change over time. | |
| | K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.) | K.H.1.3 Explain | K.H.1.3 Impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.) | |

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