

Kindergarten Social Studies

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison Social Studies Pacing Guide

Theme: A Child’s Place in Time and Space

K	History	Geography	Government	Economic
1st 9 wks	<u>Historical Thinking & Skills</u> HI.1 Time		<u>Civic Participation & Skills</u> GO.9 Shared Responsibilities Toward Common Goals <u>Rules & Laws</u> GO.10 Purpose of Rules	
2nd 9 wks	<u>Historical Thinking & Skills</u> HI.2 Personal History Shared Through Stories and Pictures. <u>Heritage</u> HI.3 Heritage HI.4 Nations are Represented through Symbols & Practices			
3rd 9 wks		<u>Human Systems</u> GE. 7 Impact of Physical Environment by Human Needs GE.8 Common Characteristics of Multiple Groups <u>Spacial Thinking & Skills</u> GE.5 Relative Location of Familiar Places GE.6 Models & Maps		
4th 9 wks				<u>Scarcity</u> EC.11 Decisions to Satisfy Wants <u>Production & Consumption</u> EC.12 Goods & Services

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.HI.1

Time can be measured.

Essential Understanding

- Categories of time such as long ago, yesterday, today and tomorrow

Extended Understanding

- Categories of time such as month of year, past, present and future

Vocabulary

- chronology
- long ago
- yesterday
- today
- tomorrow
- before
- soon

Essential Skills

- The student can use chronological vocabulary correctly.
- The student can measure time in categories.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today and tomorrow.
- These early skills are foundational to an understanding of chronological order and timelines.
- When examining artifacts and/or photographs of other eras, model and encourage the correct use of chronological vocabulary.
- Embed the language of time throughout interactions with children (e.g., yesterday, before, soon).
- Use calendars to show the passage of days of the week and months in an authentic manner and to schedule and plan for events, keep track of important dates and create a classroom history.

Sample Question Stems and Performance Tasks

- Move the events in order based on if they happened long ago, yesterday, today or tomorrow.
- Look at the photographs. Choose if each photographs shows long ago, yesterday, today or tomorrow.

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.HI.1: Time can be divided into categories (e.g., months of the year, past, present an future)

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.HI.2

Personal history can be shared through stories and pictures.

Essential Understanding

- Sense of time
- Sharing personal history

Extended Understanding

- Using artifacts to learn about the past

Vocabulary

- communicate
- personal history
- sense of time

Essential Skills

- The student can communicate personal history through stories and pictures.
- The student can show a sense of time in their own personal life history.
- The student can describe their personal history through stories and pictures.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- As children begin developing a sense of time, they can practice talking about their own personal life history (e.g., birth, toddler and preschool).
- At this level, children begin to share their personal histories by talking and through other representations and play.
- Children can make a book about themselves at different ages using photos, drawings and writing samples.

Sample Question Stems and Performance Tasks

- What is one important event from your life? Draw a picture of this event to share with the class.

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.HI.2: Photographs, letters, artifacts and books can be used to learn about the past.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.HI.3

Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.

Essential Understanding

- Heritage is revealed through art, customs, tradition, family celebration and language

Extended Understanding

- Artifacts, photographs, and maps show change over time

Vocabulary

- discuss
- reflect
- heritage
- family celebrations
- family customs
- family traditions
- arts
- language

Essential Skills

- The student can discuss art, customs, traditions, family celebrations and language that reflect cultural heritage.
- The student can give examples of family celebrations and explain why they are important.
- The student can give examples of customs, traditions and celebrations.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through the arts, customs, traditions, family celebrations and language of a group of people.
- Children have opportunities to share family customs, traditions and celebrations to develop cultural awareness.
- Children can talk about the significance of family celebrations and talk about why they are important.
- Involve families in sharing traditions, customs and celebrations.
- Explore the art, music and dance of other cultures represented in the classroom.

Sample Question Stems and Performance Tasks

- What is heritage? Why is heritage important?
- List two holidays your family celebrates.
- What is a tradition?
- Explain one family celebration or tradition.

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.HI.3: The ways basic human needs are met have changed over time.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.HI.4

Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.

Essential Understanding

- Recognize the American flag
- Recite Pledge of Allegiance and National Anthem

Vocabulary

- recognize
- American flag
- Pledge of Allegiance
- National Anthem
- United States
- citizen
- respect
- nation

Essential Skills

- The student can recognize the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.
- The student can explain what a symbol is.
- The student can discuss what it means to be a citizen of the United States.
- The student can explain how a citizen shows respect for the nation.
- The student can recognize the American flag.
- The student can recite the Pledge of Allegiance.
- The student can recognize the National Anthem.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.
- Children begin to recognize the symbols of the United States and understand that nations are represented by symbols and practices. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and singing the National Anthem.
- The I have... Who has... game can be used to practice symbols of the United States.
- A caller, the teacher or a student, calls out a symbol. Students pick out the correct answer from cards with various symbols on them that have been passed out. All players may have all of the symbols or this strategy can be more like bingo where players have a subset of cards.
- Connections: The music teacher may teach students the Star-Spangled Banner.

Sample Question Stems and Performance Tasks

- Complete the following sentence: “I pledge allegiance to the___.”
- Which of the flags is the symbol of the United States?
- What is another name of the National Anthem?
- How do you model respect?

Prior Knowledge

Pre-K: N/A

Future Knowledge

Grade 1: N/A

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GE.5

Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

Essential Understanding

- Relative location of familiar places
- Basic terms related to direction and distance

Extended Understanding

- Using maps to locate and identify places

Vocabulary

- describe
- location
- distance
- direction
- symbols

Essential Skills

- The student can describe the relative location of a familiar place using appropriate terms.
- The student can describe the location of places such as home, school, playground, hospital, and grocery store.
- The student can explain direction and distance by using up/down, over/under, here/there, front/back, behind/in front of.
- The student can understand symbols such as letter, numbers, logos, street signs and addresses and landmarks.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A foundational concept for spatial thinking is relative location (the location of a place relative to other places).
- Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store, etc.
- Terms related to direction and distance include up/down, over/under, here/there, front/back, behind/in front of.
- Children also should be able to use symbols such as letters, numbers, logos, street signs and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location.
- Take students on a walk and incorporate directional vocabulary.
- Using a pictorial map or drawing of the community, play I Spy. Provide children with directional clues to find an item or building on the map. (e.g., I spy a building behind the post office.)

Sample Question Stems and Performance Tasks

- Label a map of the school.
- If you wanted to go to the store from home, what direction would you go?
- Find a location of an airport on a map. How did you know?

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GE.4: Maps can be used to locate and identify places.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GE.6

Models and maps represent places.

Essential Understanding

- Relative location of familiar places
- Model and map of real places.

Extended Understanding

- Using maps to locate and identify places

Vocabulary

- create
- models
- maps
- location

Essential Skills

- The student can create models and maps of real places.
- The student can explain what a map shows.
- The student can make maps of places they know.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Building on the concept of relative location, children begin to understand that familiar places can be described using models and maps.
- Children can practice making models and maps of places like the classroom, the school, the playground, their home, their room or another familiar place.
- This is a foundational concept for children being able to locate and identify places on maps in grade one.
- Use a variety of materials to engage children in creating models or maps of their classroom, playground or other significant place of interest. Encourage children to describe the place and its significance to them.
- Locate a pictorial view of a neighborhood and a simple map of the same neighborhood. Have children locate a particular building or feature on the pictorial map and find its corresponding location on the other map.
- Use unit blocks to construct a model that represents places within the community.

Sample Question Stems and Performance Tasks

- What does a map show?
- Create a map of the playground.

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GE.5: Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GE.7

Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

Essential Understanding

- Basic needs for human
- Physical environment provides natural resources

Extended Understanding

- Different cultures satisfy basic needs and how this may change over time

Vocabulary

- identify
- natural resources
- basic human needs
- physical environment

Essential Skills

- The student can identify natural resources that are used in the children's daily lives.
- The student can give examples of basic human needs.
- The student can explain what a natural resource is.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.
- Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.
- Engage children in intentional conversations to identify and define natural resources and their importance in children’s daily lives.

Sample Question Stems and Performance Tasks

- What are basic needs for humans?
- What is a natural resource?

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GE.6: Families interact with the physical environment differently in different times and places.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GE.8

Individuals are unique but share common characteristics of multiple groups.

Essential Understanding

- Individuals have unique characteristics
- Groups of people share particular characteristics

Extended Understanding

- Families interact with the physical environment differently in different times and places

Vocabulary

- identify
- physical characteristics
- individuals
- groups of people

Essential Skills

- The student can identify ways that individuals in the family, school and community are unique and ways that they are the same.
- The student can give examples of unique characteristics
- The student can explain how characteristics can be used to identify a group of people.
- The student can explain that individuals can be members of more than one group.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.
- Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).
- Children stand in a circle facing each other. Call out various characteristics that are unchanging (e.g., everyone with blue eyes) and some that change (e.g., everyone wearing sandals). Help the children notice that they have membership in multiple groups.
- Center for the Social Emotional Foundations for Early Learning (CSEFEL) - <http://csefel.vanderbilt.edu/> - Select For Teachers/Caregivers for free resources about developing social skills in young children. Resources also are available for parents.

Sample Question Stems and Performance Tasks

- Describe people pictures in terms of hair and eye color and height.
- What is one way the people in the pictures look the same?
- What is one way the people in the picture look different?

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GE.7: Diverse cultural practices address basic human needs in various ways and may change over time.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GO.9

Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.

Essential Understanding

- Individual responsibilities
- Share responsibilities to achieve a common goal

Extended Understanding

- Individual accountability

Vocabulary

- identify
- describe
- responsibilities
- share
- group

Essential Skills

- The student can identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
- The student can identify responsibilities at home.
- The student can identify responsibilities at school.
- The student can identify responsibilities in the community.
- The student can share responsibilities with other students in their classroom.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Each person in the home, school and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.
- For example, children can share responsibilities to take care of a classroom garden.
- Initiate a learning project and establish individual and shared responsibilities to accomplish a common goal.
- Center for the Social Emotional Foundations for Early Learning (CSEFEL) - <http://csefel.vanderbilt.edu/> - Select For Teachers/Caregivers for free resources about developing social skills in young children. Resources also are available for parents.
- Connections Teach with Content Statement 10.
- Organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students will role play, recognizing their responsibilities within each center as those of the respective career fields. Lead a discussion with students where they will identify the careers they experienced.

Sample Question Stems and Performance Tasks

- Describe responsibilities at home.
- What is one way you can share responsibilities in the classroom?
- Give two examples of your responsibilities the community.

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GO.8: Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

1.GO.9: Collaboration requires group members to respect the rights and opinions of others.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.GO.10

The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

Essential Understanding

- Purpose for rules
- Authority figures use rules for particular settings

Extended Understanding

- Rules for different settings
- Fairness and consequences

Vocabulary

- Rules
- Authority figures

Essential Skills

- The student can explain the purpose for rules at home and in the school and community.
- The student can identify authority figures.
- The student can list rules at home.
- The student can list rules at school.
- The student can list rules in the community.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Authority figures such as parents, principals, teachers and police officers use rules for particular settings.
- Rules are established to provide order, security and safety.
- Engage children in meaningful conversations about differing rules in the home, school and community.
- Connections Teach with Content Statement 9.

Sample Question Stems and Performance Tasks

- Name authority figures.
- Describe a rule at home? Compare and Contrast to rules at school.
- Why do we have rules at home?
- Why do we have rules at school?
- Why do we have rules in the community?

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.GO.10: Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.EC.11

Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

Essential Understanding

- People make decisions about wants
- Individual decisions impact others

Extended Understanding

- Use tables and charts to support claims

Vocabulary

- explain
- decision
- impact
- Wants

Essential Skills

- The student can explain how a decision about an individual want can impact others.
- The student can identify a want.
- The student can make decisions about their wants.
- The student understands that their decisions affect others.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.
- For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.
- Use classroom projects and experiences as opportunities to engage children in decision making about satisfying wants and how those decisions impact others.

Sample Question Stems and Performance Tasks

- What is one thing that you want? What decision could you make to satisfy this want?
- If you decided to use all the Legos at your house, how would this affect other kids at your house?

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.EC.11: Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade K

K.EC.12

Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.

Essential Understanding

- Define and examples of goods and services that satisfy wants

Extended Understanding

- People are producers and consumers of goods and services.

Vocabulary

- identify
- goods
- services
- wants

Essential Skills

- The student can identify goods and services.
- The student can list goods that satisfy their wants.
- The student can list services performed by others that satisfy wants.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Goods are objects that satisfy people’s wants, such as:
 - Bicycles;
 - Books;
 - Gasoline;
 - Clothing; and
 - Toys.
- Services are activities performed by people, firms or government agencies to satisfy economic wants, such as:
 - Fast food (food service);
 - Doctors (medical services);
 - Lawn care (lawn fertilizing and cutting service);
 - Pet sitting (pet feeding and walking);
 - Banks (money holding and check cashing);
 - Auto repair (fixes cars); and
 - Childcare.
- Engage children in intentional conversations to define and illustrate goods and services.
- Through dramatic play, children will demonstrate their emerging understanding of goods and services.

Sample Question Stems and Performance Tasks

- Describe the difference between goods and services.
- Draw a picture of a service. (or good)

Prior Knowledge

Pre-K: N/A

Future Knowledge

1.EC.12: People produce and consume goods and services in the community.

1.EC.13: People trade to obtain goods and services they want.

1.EC.14: Currency is used as a means of economic exchange.