

Kindergarten Social Studies Pacing Guide

Resources Revised: August 15, 2020

Waynesboro Public Schools

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This pacing guide reflects the History and Social Science Standards of Learning approved by the Virginia Board of Education, Fall, 2015.

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education Fall 2015, 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, or 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 individuals whose study further the standards and clarify the concepts under investigation are found in the curriculum framework.

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

Essential Skills

The essential history and social science skills are outlined in standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographical, political, and economic events or trends. They are tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1 contains “Essential Understandings.” However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. 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

The Essential Understandings column includes the fundamental background information necessary to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning, as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

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.

STANDARD K.1 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 understanding of history;**
- b) Using basic map skills to support an understanding of the community;**
- c) Gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;**
- d) Asking appropriate questions to solve a problem;**
- e) Comparing and contrasting people, places, or events;**
- f) Recognizing direct cause-and-effect relationships;**
- g) Making connections between past and present;**
- h) Using a decision-making model to make informed decisions;**
- i) Practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and**
- j) Developing fluency in content vocabulary and comprehension of oral, written, and visual sources.**

Citizenship and the Pledge of Allegiance

SOLs K.10, K.11a,b,c

Weeks 2-4

- K.10** The student will demonstrate that being a good citizen involves
- taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom;
 - participating successfully in group settings.

| Essential Understandings | Essential Knowledge | From Standard K.1 | | | | | | | | | | | | | | | | |
|---|--|---|--|--------------------------------------|--|-------------|-----------------------|---|-----------------------------|---------------|-----------------------------------|--|--|------------------|---|-------------------------------------|-----------------------|--|
| <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" data-bbox="611 1015 1291 1409"> <thead> <tr> <th></th> <th>Rule</th> <th>Results of following the rule</th> <th>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> <tr> <td style="text-align: center;">Community</td> <td><i>Look both ways before crossing the street.</i></td> <td>Everyone crosses the street safely.</td> <td>Someone may get hurt.</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. | Community | <i>Look both ways before crossing the street.</i> | Everyone crosses the street safely. | Someone may get hurt. | <p>Essential Understandings from K.1i:</p> <ul style="list-style-type: none"> The classroom provides opportunities for students to develop the qualities of a good citizen. <p>K.1i Experiences may include but are not limited to...</p> <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 between several fruits for snack choices to demonstrate how people must choose something and give up something else when they cannot have everything they want. Take turns while playing a matching game to determine events that are real or make believe. <p>K.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> Participate in class discussions about rules and the consequences of following or breaking rules by using or applying new content vocabulary. |
| | 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. | | | | | | | | | | | | | | | |
| Community | <i>Look both ways before crossing the street.</i> | Everyone crosses the street safely. | Someone may get hurt. | | | | | | | | | | | | | | | |

| K.11 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. | | |
|---|---|---|
| Essential Understandings | Essential Knowledge | From Standard K.1 |
| <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>Terms 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>K.1a Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> View photographs of an American flag from long ago. |
| Resources and Activities | | Benchmark Literacy |
| <p>Harcourt Horizons Unit 1 , Lesson 1</p> <ul style="list-style-type: none"> - Citizenship skills p. 39-42 - Unit 2, Lessons 1-4 - Citizenship skills p.84-87 - Citizenship voting p.97-100 -SOL practice for students p.8-12 <p>Our World text – Chapter 2 pages 16-21</p> <p>Time for Kids Reader – Our Flag</p> <p>Enhanced Scope and Sequence – Our Community of Learners p.3</p> <p>Communities Where We Live p.5</p> <p>Classroom Quilt of Good Citizenship p.6</p> <p>Rules at School p.7</p> <p>Rules at Home p.8</p> | <p>I Pledge Allegiance by Bill Martin, Jr.</p> <p>My Pledge of Allegiance Booklet : Scholastic</p> <p>Enhanced Scope and Sequence - Intro to Pledge Symbols p.16</p> <p>The Pledge of Allegiance/American Flag p.17</p> <p>Rules in the Community p.9</p> <p>Consequences When Rules Not Followed p.10</p> <p>Our Classroom Chain p.11</p> <p>Our World (text) Chapter 2 Pages 16-21</p> <p>United Streaming:</p> <ul style="list-style-type: none"> - Celebrating America: Symbols and Ceremonies - Celebrating the American Flag -Citizenship in the Community | <p>Benchmark Literacy:</p> <p>The Flag – Unit 1</p> <p>Families Have rules – Unit 1</p> <p>What are some Rules at Home –Unit 1 (Big Book)</p> <p>Friends – Unit 2 – (Anchor Chart)</p> <p>Katy’s First Day of School – Unit 5 (Big Book)</p> <p>At School – Unit 5 (Big Book)</p> <p>Good Citizens Can Help – Unit 7</p> <p>Our Families Help – Unit 7</p> <p>Helping Friends – Unit 9</p> <p>I follow rules at School – Unit 9</p> <p>Follow the rules – Unit 9 (Anchor Chart)</p> |

Relative Location & Community Helpers & Local Community
SOLs K.4, K.7, K.8

Weeks 5-7

K.4 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 | From Standard K.1 |
|---|--|--|
| <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>Positional Words</p> <ul style="list-style-type: none"> • near, far • above, below • left, right • behind, in front of <p>These words are used daily to describe where people, places, and things are located in relation to each other.</p> | <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Use positional words such as near/far, above/below, left/right, and behind/in front of to describe how places are alike and different. |

K.7 The student will describe how the location, climate, and physical surrounding of a community affect the way people live including their food, clothing, shelter, transportation, and recreation.

| Essential Understandings | Essential Knowledge | From Standard K.1 |
|---|---|-------------------|
| <p>Geography includes the study of locations, climate, 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 • 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 • Type 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.</p> | <p>.</p> |

| K.8 The student will match simple descriptions of work that people do with the names of those jobs. | | |
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| Essential Understandings | Essential Knowledge | From Standard K.1 |
| People work at jobs. | <p>People work at jobs to earn money and satisfy 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. | <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Discuss how community helpers are alike and different in the services they provide. <p>K.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Match pictures of workers with simple descriptions of the work people do. |
| Resources and Activities | | Benchmark Literacy |
| <p>Harcourt Horizons Unit 1, Map & Globe Skills - Look at My Classroom p.31-34 Unit 1, Lesson 4 Practice Book p.1 Unit 1, Lesson 3 Unit 6, Lessons 1, 2, &4 Time for Kids Readers – Clara Barton and Anne Sullivan Moving Goods To the Rescue</p> <p>Enhanced Scope & Sequence p.32-39 Where Is the Bear? Play “Bring Me” A Walk I the Park Near vs Far Near vs. Far on Map Culmination of Positional Words</p> <p>Identifying jobs within community p.86 And on This Farm p.87 Tools of Trade p.89 Let’s Cook p.88 Community Helpers p.90</p> | <p>Book – Wheels on the Bus</p> <p>Have bus come to school – talk about importance of signs on roads, on bus, and safety signs and rules.</p> <p>Our World (text) Chapter 3 page 32-39 Chapter 6 page 70-79</p> <p>Guest speakers - doctor dentist, postal worker, firefighter</p> | <p>Benchmark Literacy: Jobs in a Community – Unit 1 Towns Have Many Places - Unit 1 (Anchor Chart) What People Do – Unit 7 Homes – Unit 8 (Anchor Chart) What Do Communities Have? – Unit 8 Jobs Up High – Unit 2 Going to Town with Mom and Dad – Unit 10 Craft Makers – Unit 5 People Use Tools – Unit 5 Let’s Go – Unit 5</p> |

Maps and Globes
SOLs K.5, K.6

Weeks 8 - 9

K.5 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 | From Standard K.1 |
|---|--|---|
| <p>Maps and globes represent the 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 the 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> | <p>Essential Understandings from K.1b:</p> <ul style="list-style-type: none"> • Maps help develop an awareness of where places are located in the community. • Using a map involves making observations and connection, asking questions and reflecting. <p>K.1b Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Make simple observations and ask questions about where places are located in the community. • Use a map (digital/electronic) or globe to demonstrate 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 a past and present map of the local community. <p>K.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Use maps or images from the past and present to show how maps have changed over time. <p>K.1i Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Create a classroom or school map having each student draw a location on the map. |

| K.6 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. | | |
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| Essential Understandings | Essential Knowledge | From Standard K.1 |
| 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 from above. • Maps and globes show features in a smaller size. • Locations can be found using a map, globe, geographic tool, or electronic device. <p>Viewing and using simple maps may develop an awareness of where people and things are located in the community.</p> | |
| Resources and Activities | | Benchmark Literacy |
| <p>Our World (text) Chapter 4 pages 40-51</p> <p>Time for Kids’ Readers – Homes</p> <p>Harcourt Horizons Unit 2 Map/Globe Skills p.106-109 Unit 3 Lesson 1-4 Unit 4 Map/Globe Skills p.221-224 Unit 6 Map/Globe Skills p.320-323</p> <p>Enhanced Scope & Sequence p.40-48 What Is a Map? Globes Show Land and Water Features Yummy Maps “X” Marks the Spot</p> | <p>Mapping Penny’s World, Loreen Lee</p> <p>Create models of the classroom</p> <p>Waynesboro map show important places</p> <p>Unitedstreaming.com What is a Neighborhood</p> <p>Address</p> <p>Book – Can You Read a Map? Me on the Map by Joan Sweeney</p> <p>Rosie’s Walk – Map her trip</p> <p>Little Bo Peep – Read poem and students make a map showing where sheep are and discuss how little Bo Peep is going to get to them.</p> | Notes for Maps |

**Changes Over Time (Past and Present), Thanksgiving
SOLs K.2, K.11d, K.3**

Weeks 14-18

K.2 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 | From Standard K.1 |
|--|--|--|
| <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 led their local communities 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 has developed over time and includes events, stories, and legends.</p> <p>Localities recognize people who contributed to the development of the community over time.</p> <p>Local schools and divisions may determine events, stories, legends, and people of their community to study.</p> | <p>K.1a Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • View artwork, such as a mural or statue from the local community. • View maps of the local community. • View photographs of the local community jobs from the past and present. • Have the students listen/talk to citizens from the local community about life in the past. <p>K.1c Experiences may include but are not limited to...</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 a student's or community member's life. • Create a list of statements about the community. Sort them according to which ones can be proven with evidence and which ones cannot. <p>Essential Understandings from K.1d</p> <ul style="list-style-type: none"> • Asking a variety of questions takes learning further and deepens our understanding. <p>K.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Create a simple survey or questionnaire to gain a deeper understanding of the local community. • Ask a variety of questions of adults in the community about an issue within the community. • Create a class story proposing solutions to a problem. <p>Essential Understandings from K.1e</p> <ul style="list-style-type: none"> • Comparing and contrasting examine similarities and differences among people, places, or events. • Communities have different physical and cultural characteristics. |

| | | <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Compare maps and images of the local community from the past and the present. <p>Essential Understandings from K.1g</p> <ul style="list-style-type: none"> • Everyday life in our community today is different from everyday life long ago. • People, events, and developments have brought changes to the community. <p>K.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Read stories about the community in the past. • Discuss how community jobs have changed over time. • Use maps from the past and present to show how the community boundaries have changed over time. |
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| <p>K.11 The student will develop an understanding of how communities express patriotism through events and symbols by d) recognizing the holidays of and people associated with Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).</p> | | |
| Essential Understandings | Essential Knowledge | From Standard K.1 |
| <p>We celebrate holidays to remember people and events of long ago. Some holidays develop patriotism.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • patriotism: feeling of respect for and love of country and state <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 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 new country. It is sometimes called America’s birthday. It is observed in July. | <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Create a class Venn diagram to compare how holidays are celebrated. |

| K.3 The student will sequence events in the past and present and begin to recognize that things change over time. | | |
|---|---|---|
| Essential Understandings | Essential Knowledge | From Standard K.1 |
| <p>Everyday life today is different from everyday life long ago.</p> <p>Stories and families 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 in 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 present can be shared by families through pictures and stories about how communities change over time.</p> | <p>Essential Understandings from K.1a:</p> <ul style="list-style-type: none"> • Viewing includes making observations and asking questions. • An artifact is an object or tool that reveals the past. • A primary source is an artifact, document, image, or other source of information that was created at the time under study. • A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. <p>Essential Understandings from K.1c:</p> <ul style="list-style-type: none"> • Gathering information involves using a variety of resources. • Classifying information involves grouping like information. • Sequencing events involves placing events in chronological order. • Separating fact from fiction involves determining whether or not information gathered can be proven with evidence. <p>K.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Show images of past foods, clothing, and houses and make connections to foods, clothing, and houses today. <p>Essential Understandings from K.1j:</p> <ul style="list-style-type: none"> • Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about the community. • Comprehending content vocabulary involves using and interacting with a variety of sources. <p>K.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Sequence events in stories about families in the past and present. Both written and oral sources can be used in this one activity. |
| Resources and Activities | | Benchmark Literacy |
| <p><u>Time for Kid Readers:</u> School Long Ago and Today Clues to Long Ago Games Harcourt Horizons</p> | <p>Unitedstreaming.com</p> <ul style="list-style-type: none"> – Long Ago, Yesterday, Today – Thanksgiving Day; America Celebrates | <p>Benchmark Literacy: Children Past and Present – Unit 8 (Big Book) Schools Then and Now – Unit 8 Clothes – Unit 8</p> |

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| <p>Unit 1, Lesson 5 Unit 5, Lesson 3, 4, 5 Unit 6, Lesson 2</p> <p>Enhanced Scope & Sequence Intro to Past/Present p.65 Did it Happen Yesterday or Today p.66 News of the day p.68 Events on a Timeline p.69 Transportation p.70 Clothing of Past p.73 Getting to Know American Indians p.74</p> <p>SOL Student Practice Book p.14 & 20-21</p> <p>Enhanced Scope and Sequence Thanksgiving Day p.27 What is a Wood – and-Bark Shelter p.54 Thanksgiving Past pp.72 Thanksgiving p.76-77</p> | <ul style="list-style-type: none"> – Presidents Day; Washington and Lincoln – A Pilgrim’s Voyage <p>Book – T’was the Night Before Thanksgiving (use for beginning, middle, and end – paper folded in thirds and they draw pictures)</p> <p>Book – Cinderella and the Rough-Faced Girl – Compare/Contrast with Venn Diagram</p> <p>Sarah Morton’s Day Samuel Eaton’s Day</p> <p>Visit Waynesboro Heritage Museum</p> <p>Our World (text) – Grade 1 Compare past and present</p> | |
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K.9 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 | From Standard K.1 | | | | | | |
|--|--|--------------------------|--|----------|-------|--|--|--|
| <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" data-bbox="558 771 957 974"> <tr> <td colspan="2">Decision to be made:</td> </tr> <tr> <td>Benefits</td> <td>Costs</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> | Decision to be made: | | Benefits | Costs | | | <p>Essential Understandings from K.1f:</p> <ul style="list-style-type: none"> • A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). • Cause-and-effect relationships can be observed in the classroom, school, and community. <p>K.1f Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Use information about how the location, climate, and physical surroundings of the community have affected the way people met basic wants (such as the food they eat, the clothing they wear, and the kinds of houses they build) in the past and the present. • Discuss the effects of following or breaking a classroom rule. • Draw pictures to show the effects of helping others. <p>Essential Understandings from K.1h:</p> <ul style="list-style-type: none"> • Choices involve getting more of one thing by giving up something else. • All decisions involve costs (advantages) and benefits (disadvantages). • A cost is what you give up when you decide to do something. • A benefit is what satisfies wants. <p>K.1h Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Use a decision-making model to discuss the costs and benefits of the following activities: A way to improve the classroom school, or community; buying a toy; choosing a snack; working in a group; completing a classroom job. |
| Decision to be made: | | | | | | | | |
| Benefits | Costs | | | | | | | |
| | | | | | | | | |

| Resources and Activities | Resources and Activities | Benchmark Literacy |
|--|--|--|
| <p>Time for Kids Readers: Food Homes</p> <p>SOL Practice for students p.5-7</p> <p>Harcourt Horizons, Unit 6, Lessons 3-5</p> <p>Enhanced Scope and Sequence Identify Needs/Wants p.95</p> <p>Let's Make a Mural p.96</p> <p>Let's Sort! P.97</p> <p>You are an Author! P.98</p> | <p>Our World (text) Chapter 7 pages 81-89</p> <p>Read Benny's pennies from the H/M Reading Series</p> <p>Unitedstreaming.com -Everybody needs shelter -Difference Between Wants and Needs</p> <p>Students have opportunity to earn pennies for the work they do. Students can spend pennies or save for more expensive items</p> <p>Cut out pictures of wants and needs and sort</p> <p>Field trip to bank</p> <p>Create a store and decide to spend or save</p> | <p>Benchmark Literacy: Make a Plan of your Classroom – Unit 3 A Map of My House – Unit 5</p> |

**Martin Luther King Jr.
SOL K.11d**

Weeks 23

**K.11 The student will develop an understanding of how communities express patriotism through events and symbols by
d) recognizing the holidays of and people associated with Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).**

| Essential Understandings | Essential Knowledge | From Standard K.1 |
|---|--|---|
| <p>We celebrate holidays to remember people and events of long ago. Some holidays develop patriotism.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • patriotism: feeling of respect for and love of country and state <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 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 new country. It is sometimes called America's birthday. It is observed in July. | <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Create a class Venn diagram to compare how holidays are celebrated. |
| Resources and Activities | | Benchmark Literacy |
| <p>SOL Practice for Students p.15 & 26-27</p> <p>Enhanced Scope & Sequence Happy Birthday, Dr. King p.25 Martin Luther King, Jr. Day p.61</p> | <p>Our World (text) Chapter 2 pages 24-25</p> <p>Scholastic - Martin Luther King, Jr.</p> <p>Martin Luther King, Jr. Poem – to do with Interactive Notebook (tune twinkle, twinkle little star)</p> <p>Class book – My dream is...</p> <p>Art activity – 9 X 12 blue construction paper and red (3") heart in center of paper. Child puts handprint of brown paint on one side of the heart and handprint in white paint on the other (fingertips touching the heart)</p> | |

**Presidents
Independence Day
SOLs K.11**

**Weeks 27-28
Week 34**

K.11 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
b) recognizing the holidays and people associated with Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

| Essential Understandings | Essential Knowledge | From Standard K.1 |
|---|---|---|
| <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 develop patriotism.</p> | <p>Terms 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 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 new country. It is sometimes called America’s birthday. It is observed in July. | <p>K.1a Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • View photographs of an American flag from long ago. <p>K.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> • Create a class Venn diagram to compare how holidays are celebrated. |

| Resources and Activities | | Benchmark Literacy |
|--|---|--|
| <p>5 Ponds Press</p> <ul style="list-style-type: none"> - Teacher Guide and Assessment Book - Chapter 2 We Love America Pages 18-20 - Great Holiday pages 22-30 - Great people pages 62, 66, and 68 <p>Time for Kids Readers</p> <ul style="list-style-type: none"> - On the Money - The Flag <p>Enhanced Scope & Sequence</p> <p>The President is the Leader of Our Country p.18-19</p> <p>Look Who's on the Dollar Bill! p.21</p> <p>Honest Abe p.23</p> <p>Who Was George Washington? p.55</p> <p>George Washington: Father of our Country p.56</p> <p>Legend of the Cherry Tree p.57</p> <p>Who Was Abraham Lincoln? p.60</p> <p>Abraham Lincoln p.79-80</p> <p>George Washington p.81</p> <p>Discovery Education:</p> <p>-Animated hero classics:</p> <ul style="list-style-type: none"> - General George Washington - President Abraham Lincoln - Old Glory - TLC Elementary: - Understanding American Values - Understanding Good Citizenship | <p>Interactive Notebook – Poems on George Washington and Abraham Lincoln</p> <p>Virtual Tours and Plymouth Plantation www.mountvernon.org www.whitehouse.org/tours/virtual.asp</p> <p>Class Book:</p> <ul style="list-style-type: none"> - If I Were President I would _____. - Abe Lincoln's Hat - The General's Dog - What George Washington ate for Breakfast - The Story of the White House by Kate Waters - So You Want to be President - Arthur meets the president <p>George Washington's Mother – Video or book</p> <p>Venn Diagram – George and Abe</p> <p>Make Abe Lincoln's Hat. Write about what they have learned on an index card and put it in the hat.</p> <p>Talk about legends and if it is real or not real.</p> <p>U-tube Harry Kindergarten (President)</p> | <p>Benchmark Literacy:</p> <ul style="list-style-type: none"> - The Flag – Unit 1 |