

Colquitt County Kindergarten Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Themes for Kindergarten:

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices have consequences.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

GKIDS 2.0 is our benchmark assessment for K social studies-GKIDS 2.0 assessment calendar will be updated soon

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
K	<p>Themes: Connecting Themes/The People in Our Neighborhood (Labor Day)/ Where in the World Are We? (Columbus Day)</p> <p>This unit introduces the Connecting Themes used during the Kindergarten year. Teachers can use the themes to help support the beginning of the year work students are already doing. The activities below are designed in this vein; however, teachers may have plans already in place that can just as easily tie into the Connecting Themes. As each school and classroom have their own set of traditions, expectations, procedures, etc., teachers will want to adapt any selected activities to make sure they benefit the development of students' role in their classroom community.</p> <p>Key Concepts:</p> <p>Unit 1 Culture Individuals, Groups, Institutions Location Scarcity Time, Change, Continuity</p> <p>Unit 2 This unit incorporates the basic Kindergarten economics standards with the Labor Day holiday to help students learn about the contributions of people who work in their community. Activities within this unit also encourage students to make connections between what they are learning as the school year begins (rules, procedures, basic chronological terms) and larger concepts in their lives. Teachers should feel free to adapt the following activities to reflect school and community culture, particularly in the case of the Star Spangled Banner and Pledge of Allegiance, both of which appear in this unit.</p> <p>Key Concepts: Pledge of Allegiance & Star Spangled Banner (Ask Music Teacher to Help) Today, tomorrow, yesterday; first, last, next; day, week, month, year (Math Corner) How & why we make & follow rules (PBIS) Describe: work people do, earning income, purchasing goods & services; scarcity</p> <p>Unit 3: This unit introduces basic geography to</p>	<p>Themes: Celebrating Our Differences (Veterans Day, Thanksgiving, Christmas, New Year's Day)</p> <p>Unit 4: This particular unit encompasses several national holidays that Kindergarten classrooms usually celebrate and study extensively. Since individual classrooms and schools will have unique traditions, the activities in this unit focus on historical background and student sharing rather than on suggested classroom celebrations. In addition to the activities recognizing similarities and differences among the holidays and among students' personal celebrations, there is also a focus on gratitude, and teachers can certainly weave the two together. The economics standards within this unit can be incorporated within some discussion of the holidays, but a few stand-alone activities appear within the unit for teachers who would like to teach them that way.</p> <p>Key Concepts: Statue of Liberty</p> <p>Diverse celebrations & customs</p> <p>Describe: earning income, purchasing goods & services Explain making</p>	<p>Themes: Being a Good American (Martin Luther King, Jr. Day)/ Becoming a Leader (Presidents Day)</p> <p>Unit 5: The historical content in this unit revolves around the Martin Luther King, Jr. holiday, and his work to ensure the fair treatment of all people. Students will learn about positive character traits exhibited by good citizens, and practice using these traits themselves. They can also identify historical figures and people students know personally to better illustrate the traits and inspire students to demonstrate good citizenship through the traits. By learning about making good choices, students can begin to synthesize their knowledge of civics and economics content, using these character traits and the larger idea of good citizenship as an example.</p> <p>Key Concepts: Martin Luther King, Jr.</p> <p>How & why rules are made and changed</p> <p>Why we follow rules</p> <p>Positive character traits</p> <p>Explain making choices because of scarcity</p> <p>Unit 6: This unit links the Presidents Day holiday to the presidents that it honors, and gives students an opportunity to learn</p>	<p>Themes: You're a Grand Old Flag (Memorial Day, Independence Day)</p> <p>Unit 7:</p> <p>The final kindergarten unit addresses patriotic holidays, national symbols, and basic economics. While learning about the meaning behind Memorial Day and Independence Day (both of which likely occur during students' summer break), students also learn to identify several key symbols of our state and nation. Teachers will want to use local celebrations and traditions to help students connect to these pieces of our national identity; they will also need to consider specific situations within their classes that may require sensitivity in discussing these topics. The economics activities may serve as a review for students who have grasped the content previously, or as new teaching for students still working to understand these ideas.</p> <p>Key Concepts: National/state flags Pledge of Allegiance & Star Spangled Banner Bald eagle Describe: earning income, purchasing goods & services Explain making choices because of scarcity</p>						

	<p>Kindergarteners. Within it, students will explore maps, globes, and what they represent. The activities in this unit also address the travels of Christopher Columbus, and link them to the geography students are learning. As students continue to work with chronology and relevant vocabulary, they will also explore sequence and change over time. Finally, students learn the practical skill of stating their address, and brainstorm applications for that information.</p> <p>Key Concepts: Now, long ago; before, after; past, present, future</p> <p>Differentiate land/water features</p> <p>Explain what maps/globes show</p> <p>State street address, city, state, country</p>	<p>choices because of scarcity</p>	<p>more about them and their accomplishments. Students will also learn about the monuments built to Washington and Lincoln, and the role of the White House as the home of the president, regardless of who that may be. These pieces of content link together to help students appreciate the importance of the presidency. In addition, students will learn to recite their street address, city, state, and country during this unit, if they have not already done so by this point in Kindergarten.</p> <p>Key Concepts: George Washington, Abraham Lincoln</p> <p>Current President</p> <p>White House</p> <p>Washington Monument; Lincoln Memorial</p> <p>State street address, city, state, country</p>	
<p>Standards</p>	<p>SSKH1d; SSKH2b,c; SSKH3c,d,e; SSKCG1; SSKE1; SSKE2; SSKE3; SSKE4 SSKH1b; SSKH3a,b,f; SSKG2; SSKG3</p> <p>SSKH1 Identify the national holidays and describe the people and/or events celebrated</p> <p>b. Columbus Day</p> <p>d. Labor Day</p> <p>SSKH2 Identify the following American symbols:</p> <p>b. Pledge of Allegiance</p> <p>c. Star Spangled Banner (identify as the national anthem)</p> <p>SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</p> <p>c. Today, tomorrow, yesterday</p> <p>d. First, last, next</p> <p>e. Day, week, month, year</p>	<p>SSKH1a,g,i,j; SSKH2e; SSKG1; SSKE2; SSKE3; SSKE4</p> <p>SSKH1 Identify the national holidays and describe the people and/or events celebrated</p> <p>a. Christmas</p> <p>g. New Year’s Day</p> <p>i. Thanksgiving Day</p> <p>j. Veterans Day</p> <p>SSKH2 Identify the following American symbols:</p> <p>e. The Statue of Liberty</p> <p>SSKG1 Describe the diversity of American culture by explaining the customs and</p>	<p>SSKH1e; SSKCG1; SSKCG2; SSKE4 SSKH1h; SSKH2f,g,h; SSKG3</p> <p>SSKH1 Identify the national holidays and describe the people and/or events celebrated</p> <p>e. Martin Luther King, Jr. Day</p> <p>h. Presidents Day (George Washington, Abraham Lincoln, and the current president)</p> <p>SSKCG1 Demonstrate an understanding of good citizenship.</p> <p>a. Explain how rules are made and why.</p> <p>b. Explain why rules should be followed.</p>	<p>SSKH1c,f; SSKH2a,b,c,d; SSKE1; SSKE2; SSKE3; SSKE4</p> <p>SSKH1 Identify the national holidays and describe the people and/or events celebrated</p> <p>c. Independence Day</p> <p>f. Memorial Day</p> <p>SSKH2 Identify the following American symbols:</p> <p>a. The national and state flags (United States and Georgia flags)</p> <p>b. Pledge of Allegiance</p> <p>c. Star Spangled Banner (identify as the national anthem)</p> <p>d. The bald eagle</p> <p>SSKE1 Describe the work</p>

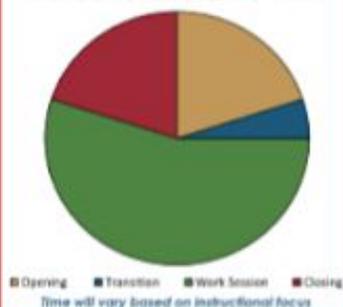
	<p>SSKCG1 Demonstrate an understanding of good citizenship.</p> <p>a. Explain how rules are made and why.</p> <p>b. Explain why rules should be followed.</p> <p>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</p> <p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3 Explain how money is used to purchase goods and services.</p> <p>a. Distinguish goods from services.</p> <p>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p> <p>SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</p> <p>a. Now, long ago</p> <p>b. Before, after</p> <p>f. Past, present, future</p> <p>SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth.</p> <p>a. Differentiate land and water features on simple maps and globes.</p> <p>b. Explain that maps and globes show a view from above.</p> <p>c. Explain that maps and globes show features in a smaller size.</p> <p>SSKG3 State the street address, city, state, and country in which the student lives.</p>	<p>celebrations of various families and communities.</p> <p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3 Explain how money is used to purchase goods and services.</p> <p>a. Distinguish goods from services.</p> <p>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p>	<p>SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</p> <p>SSKE4 Explain that people must make choices because they cannot have everything they want.</p> <p>SSKH2 Identify the following American symbols:</p> <p>f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)</p> <p>g. Washington Monument (identify image and associate with George Washington and Presidents Day)</p> <p>h. White House (identify image and associate with Presidents Day and the current president)</p> <p>SSKG3 State the street address, city, state, and country in which the student lives.</p>	<p>that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</p> <p>SSKE2 Explain that people earn income by working.</p> <p>SSKE3 Explain how money is used to purchase goods and services.</p> <p>a. Distinguish goods from services.</p> <p>b. Identify that U.S. coins and dollar bills (paper money) are used as currency. SSKE4 Explain that people must make choices because they cannot have everything they want.</p>
<p>Resources & Links</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Teacher-Notes.pdf</p> <p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-One-Sample-Unit.pdf https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Teacher-Notes.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Teacher-Notes.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Teacher-Notes.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Teacher-Notes.pdf</p> <p>STATE Units and Source</p>

	<p>Kindergarten-Unit-1-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-Two-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-2-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-Three-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-3-Source-Set.ppt</p> <p>List of related books http://gcss.net/uploads/files/kindersocstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>State: Units 1-3</p>	<p>pdf</p> <p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-Four-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-4-Source-Set.ppt</p> <p>List of related books http://gcss.net/uploads/files/kindersocstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>State: Units 4</p>	<p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-5-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-5-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-6-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-6-Source-Set.ppt</p> <p>List of related books http://gcss.net/uploads/files/kindersocstkidsbooks.pdf</p> <p>SLDS-TRL https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>State: Unit 5 and 6</p>	<p>sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-7-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-Kindergarten-Unit-7-Source-Set.ppt</p> <p>List of related books http://gcss.net/uploads/files/kindersocstkidsbooks.pdf</p> <p>SLDS-TRL https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>State Unit 7</p>
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The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.

SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

Instructional Framework



OPENING

Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

Student:

- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

TRANSITION TO WORK SESSION

Teacher:

- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session

Student:

- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

WORK SESSION

Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

CLOSING

Teacher:

- Facilitates student-led summary sessions
- Formatively Assesses student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria