

**Kindergarten: A Child's Place in Time and Space**

**Suggested Units and Pacing Guide 2005-06**

**Kindergarten Scope and Sequence - A Child's Place in Time and Space**

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

**Unit 1: Welcome to Kindergarten: Calendar August - October**

During daily calendar routines time, federal holidays, and democratic principles will be explored as student gather and communicate information. **Patterns and Relationships**

**Unit 2: Who Are We? Community All Year**

Throughout the year customs and traditions, heritage, and the components of home, school, and town communities will be explored as students continue to gather and organize information. **Patterns and Relationships**

**Note:** The major focus during the 2<sup>nd</sup> Grading Period but assessed in April.

**Unit 3: We Have Needs and Wants February and March**

During a two month unit students will explore needs and wants as they continue to obtain information and to organize their thinking and communication. **Note:** Economic Concepts are assessed at the end of this unit. Students will identify patterns and relationships when making decisions about using their resources. **Patterns and Relationships**

**Unit 4: Where Are We? Maps March - May**

During this unit positional concepts and basic map knowledge will be explored as applied to their continued understanding of the community unit. **Note:** Geographic Concepts are assessed at the end of this unit. **Patterns and Relationships**

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**Kindergarten Benchmarks: (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Use a calendar to determine the day, week, month & year. (ID: 1)
- B. Place events in correct order on a time line. (ID: 2-3)
- C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places. **(ONLY 1-2)**
- D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States. (ID: 4-5)

**People In Societies**

- A. Identify practices and products of diverse cultures. (ID: 1)
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage. (ID: 2)

**Geography**

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. (ID: 1-4)
- B. Identify physical and human features of places. (ID: 5-6)
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment. (ID: 7)

**Economics**

- A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. (ID: 1-2)
- B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. (ID: 3)
- C. Explain ways that people may obtain goods and services. **(ONLY 1-2)**

**Government**

- A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. (ID: 1)
- B. Recognize and explain the importance of symbols and landmarks of the United States. (ID: 2)
- C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules. (ID: 3)

**Citizenship Rights & Responsibilities**

- A. Describe the results of cooperation in group settings and demonstrate the necessary skills. (ID: 1)
- B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions. (ID: 2-4)

**Study Skills & Methods**

- A. Obtain information from oral, visual, print and electronic sources. (ID: 1)
- B. Predict outcomes based on factual information. (ID: 2-3)
- C. Communicate information orally, visually or in writing. (ID: 4)
- D. Identify a problem and work in groups to solve it. (ID: 5)

**Continually align the Indicators to the Benchmark goals.**

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**Kindergarten Grade: Welcome to Kindergarten - Calendar Unit 1 (August - October)**

History	People in Societies	Government	Citizenship R & R	Study Skills and Methods
<p><u>Chronology</u> <b>A &amp; B</b> 1. Recite the <b>days of the week</b>.</p> <p>2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, <b>yesterday</b>, <b>today</b> and <b>tomorrow</b>.</p> <p><u>Heritage</u> <b>D</b> 4. Recognize state and federal <b>holidays</b> and explain their significance.</p> <p><b>Note: See Unit 2.</b> It continues throughout the entire year. The Summative Assessment for Unit 2 is in April.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals.</p>	<p align="center"><b>None</b></p>	<p><u>Role of Government</u> <b>B</b> 2. Recognize <b>symbols</b> of the United States that represent its democracy and values <u>including</u>:</p> <p>a. the national flag b. the Pledge of Allegiance.</p> <p><b>Note:</b> Students will identify patterns and relationships to time and events.</p>	<p align="center"><b>None</b></p>	<p><u>Obtaining Information</u> <b>A</b> 1. Listen for information.</p> <p><u>Communicating Information</u> <b>C</b> 4. Communicate information.</p> <p><u>Problem Solving</u> <b>D</b> 5. Work with others by sharing, taking turns and raising hand to speak.</p>
<p align="center"><b>Geography</b></p> <p align="center"><b>None</b></p>				
<p align="center"><b>Economics</b></p> <p align="center"><b>None</b></p>				

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**Kindergarten Grade: Who Are We? Community Unit 2 (All Year)**

History	People in Societies	Government	Citizenship Rights and Responsibilities	Study Skills and Methods
<p><u>Chronology</u> <b>B</b> 3. Demonstrate understanding of one’s own personal life history such as birth, toddler and preschool.</p> <p><u>Heritage</u> <b>D</b> 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural <b>heritage</b> of the people of the United States.</p> <p><b>Note:</b> Students will identify patterns and relationships to time, events and responsibilities.</p> <p><b>Note:</b> See Unit 2. It continues throughout the entire year. The Summative Assessment for Unit 2 is in April.</p>	<p><u>Culture</u> <b>A</b> 1. Identify ways that individuals in the family, school and <b>community</b> are <b>unique</b> and ways that they are the <b>same</b>.</p> <p><u>Diffusion</u> <b>B</b> 2. Identify different cultures through the study of holidays, <b>customs</b> and <b>traditions</b> utilizing language, stories, folktales, music and the arts.</p>	<p><u>Role of Government</u> <b>A</b> 1. Identify <b>authority</b> figures in the home, school and <b>community</b>.</p> <p><u>Rules and Laws</u> <b>C</b> 3. Identify purposes for having rules and ways that they provide order, <b>security</b> and <b>safety</b> in the home, school and community.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals.</p>	<p><u>Participation</u> <b>A</b> 1. Participate and <b>cooperate</b> in classroom activities.</p> <p><u>Rights and Responsibilities</u> <b>B</b> 2. Take personal responsibility to follow directions and rules.</p> <p>3. Demonstrate the ability to make <b>choices</b> and take responsibility for personal actions.</p> <p>4. Discuss the attributes and actions of a good <b>citizen</b> with emphasis on: a. <b>trust</b> b. <b>respect</b> c. <b>honesty</b> d. <b>responsibility</b> e. <b>fairness</b> f. <b>compassion</b> g. <b>self-control</b>.</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Listen for information.</p> <p><u>Thinking and Organizing</u> <b>B</b> 2. Sort objects according to appropriate criteria.</p> <p>3. Compare <b>similarities</b> and <b>differences</b> among objects or pictures: a. arrange according to attributes on the board or floor; b. discuss what they notice about the objects/pictures.</p> <p><u>Communicating Information</u> <b>C</b> 4. Communicate information.</p> <p><u>Problem Solving</u> <b>D</b> 5. Work with others by sharing, taking turns and raising hand to speak.</p>
	<p align="center"><b>Geography</b></p> <p align="center"><b>None</b></p>			
	<p align="center"><b>Economics</b></p> <p align="center"><b>None</b></p>			

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**Kindergarten: We Have Needs and Wants                      Unit 3                      (February and March)**

History	Geography	Economics	Government	Study Skills and Methods
<p><u>Chronology</u> <b>B</b>  <u>Heritage</u> <b>D</b>                      Continually taught throughout the year; assessed during the 3rd Grading Period.</p>	<p><u>Human Environmental Interaction</u> <b>C</b>                      7. Identify key <b>natural resources</b> that are used in the students' daily lives.</p>	<p><u>Scarcity and Resource Allocation</u> <b>A</b>                      1. Recognize that people have many <b>wants</b>.                       2. Explain how people make decisions in order to satisfy their wants.</p> <p><u>Production, Distribution and Consumption</u> <b>B</b>                      3. Identify <b>goods &amp; services</b>.</p>	<p align="center"><b>None</b></p>	<p><u>Obtaining Information</u> <b>A</b>                      1. Listen for information.</p> <p><u>Thinking and Organizing</u> <b>B</b>                      2. Sort objects according to appropriate criteria.</p> <p>3. Compare <b>similarities</b> and <b>differences</b> among objects or pictures:                      a. arrange according to attributes on the board or floor                      b. discuss what they notice about the objects/pictures.</p>
<p><b>People in Societies</b></p> <p align="center"><b>None</b></p>	<p><b>Note:</b>                      Students will identify patterns and relationships when making decisions about using their resources.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals.</p>	<p><b>Note: Economic Concepts are assessed at the end of this unit.</b></p> <p><b>Required: Units 1 and 2</b> are currently being expanded during this Economic unit.</p>	<p align="center"><b>Citizenship R &amp; R</b></p> <p align="center"><b>None</b></p>	<p><u>Communicating Information</u> <b>C</b>                      4. Communicate information.</p> <p><u>Problem Solving</u> <b>D</b>                      5. Work with others by sharing, taking turns and raising hand to speak.</p>

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**Kindergarten: Where Are We? Maps**

**Unit 4**

**(March - May)**

History	Geography	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p><b>Required:</b> The Summative Assessment for Unit 2 is in April.</p>	<p><u>Location</u> <b>A</b></p> <ol style="list-style-type: none"> <li>Identify and correctly use terms related to location, direction and distance <u>including</u>:                             <ol style="list-style-type: none"> <li><b>up / down</b></li> <li><b>over / under</b></li> <li><b>here / there</b></li> <li><b>front / back</b></li> <li><b>behind / in front of.</b></li> </ol> </li> <li>Recite home address.</li> <li>Make models and maps representing real places <u>including</u> the classroom.</li> <li>Distinguish between land and water on maps and <b>globes.</b></li> </ol>	<p align="center"><b>None</b></p>	<p align="center"><b>None</b></p>	<p align="center"><b>None</b></p>	<p><u>Obtaining Information</u> <b>A</b></p> <ol style="list-style-type: none"> <li>Listen for information.</li> </ol> <p><u>Communicating Information</u></p> <ol style="list-style-type: none"> <li>Communicate information. <b>C</b></li> </ol> <p><u>Problem Solving</u> <b>D</b></p> <ol style="list-style-type: none"> <li>Work with others by sharing, taking turns and raising hand to speak.</li> </ol>
<p><b>People in Societies</b></p> <p align="center"><b>None</b></p>	<p><u>Places and Regions</u> <b>B</b></p> <ol style="list-style-type: none"> <li>Demonstrate familiarity with the school's layout.</li> <li>Describe the immediate surroundings of home such as streets, buildings, fields, woods, or lakes.</li> </ol> <p><b>Note:</b> Geographic Concepts are assessed at the end of this unit.</p>				<p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals.</p>