


Ganado Unified School District (Social Studies/Kindergarten)

PACING Guide SY 2018-2019

Timeline/ Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter (July 31st - October 4th 2018)				
<p>myWorld Interactive Curriculum (Pearson)</p> <p><i>Chapter 1 Learning and Working Together</i></p>	<p>SS.S3.C1.PO5 Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.</p> <p>SS.S3.C4.PO1 Identify examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>SS.S5.C1.PO2 Match simple descriptions of work with the names of those jobs.</p> <p>SS.S5.C1.PO3 Give examples of work activities that people do at home.</p> <p>SS.S3.C4.PO2 Recognize the rights and responsibilities of citizenship:</p>	<p>How do people best cooperate?</p>		


	<p><u>Lesson 1 Where We Learn</u> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</p> <p><u>Lesson 2 We Work Together</u> b. importance of participation and cooperation in a classroom and community</p> <p><u>Lesson 3 Rules and Laws</u> c. why there are rules and the consequences for violating them</p> <p><u>Lesson 4 Leaders Make Rules</u> d. responsibility of voting (every vote counts)</p> <p><u>Lesson 5 Good Citizens</u> SS.S3.C4.PO4 Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors.)</p>	<p>What things do you learn to do at school?</p> <p>What things do you share in school? What things do you share at home?</p> <p>Why do we follow rules?</p> <p>Why do leaders make rules?</p> <p>What do good citizens do?</p>	<p>Lesson 1 I will know how to act in school.</p> <p>Lesson 2 I will know how to get along with others.</p> <p>Lesson 3 I will know about rules and laws we follow</p> <p>Lesson 4 I will know about leaders who make rules and laws.</p> <p>Lesson 5 I will know what good citizens do.</p>	<p>Lesson 1 school learn choice</p> <p>Lesson 2 cooperate problem solution</p> <p>Lesson 3 rule community law</p> <p>Lesson 4 leader government</p> <p>Lesson 5 citizens right</p>
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	<p><u>Lesson 6 Stories of Good Citizens</u> SS.S3.C4.PO2 Recognize the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated importance of participation and cooperation in a classroom and community 	<p>How are good citizens responsible?</p> 	<p>Lesson 6 I will read and know stories about good citizens.</p>	<p>Lesson 6 responsibility</p>
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2nd Quarter (October 9th – December 21st 2018)

<p>myWorld Interactive Curriculum (Pearson)</p> <p><i>Chapter 2 National and State Symbols</i></p>	<p>SS.S3.C1.PO1 Recognize national symbols and monument that represent American democracy and values:</p> <p><u>Lesson 1 Our Country and States</u></p> <p>a. American flag b. Bald Eagle c. Statue of Liberty d. White House</p> <p><u>Lesson 2 Symbols of Our Country</u></p> <p>SS.S3.C1.PO2 Recognize the Pledge of Allegiance and the National Anthem</p> <p><u>Lesson 3 Symbols of Our State</u></p> <p><u>Lesson 4 American Heroes</u></p> <p>SS.S3.C1.PO4 Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy: Connected with: SS.S1.C4.PO1 Recognize that George Washington was our first president.</p>	<p>What does it mean to be American?</p> <p>What makes up our country?</p> <p>Why do we say a pledge to the flag?</p> <p>What are some other state symbols?</p> <p>Why are the people in this lesson considered heroes?</p>	<p>Lesson 1 I will know about America.</p> <p>Lesson 2 I will know about symbols of America.</p> <p>Lesson 3 I will know about state symbols.</p> <p>Lesson 4 I will know about American heroes.</p>	<p>Lesson 1 nation</p> <p>Lesson 2 pledge freedom landmark</p> <p>Lesson 3 capital</p> <p>Lesson 4 inventor</p>
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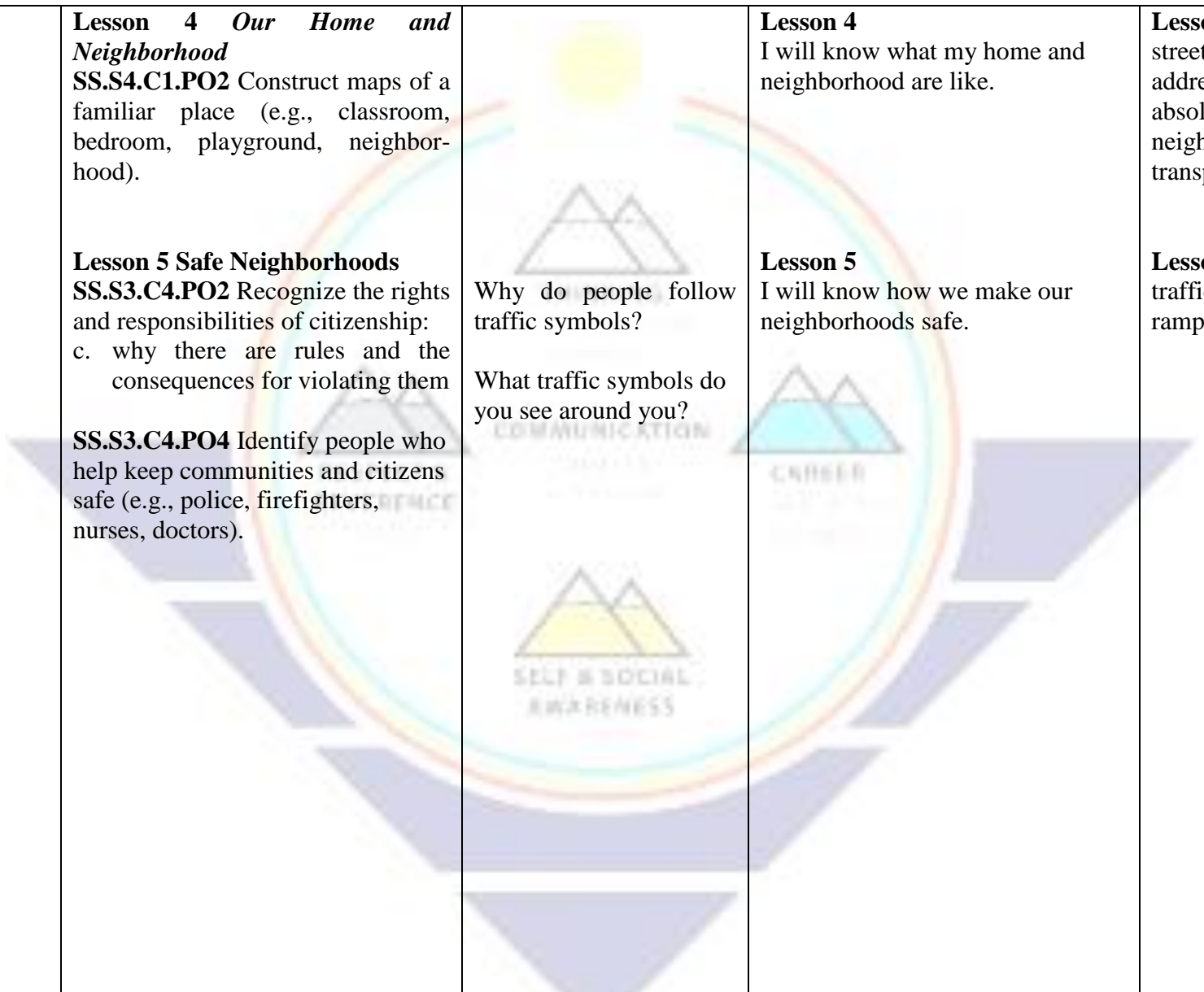
	<p>SS.S3.C2.PO1 Identify the President of the United States and the Governor of Arizona Connect with: SS.S1.C10.PO1 Use information from written documents, oral presentations, and the media to discuss current local events.</p> <p><u>Lesson 5 Our National Holidays</u> SS.S3.C1.PO3 Recognize the significance of national holidays: a. Thanksgiving b. President’s Day c. Martin Luther King Jr. Day d. Constitution Day Connected with: SS.S1.C4.PO2 Recognize that the Fourth of July is our nation’s birthday.</p>	<p>What is a holiday? What is likely to happen on a holiday?</p>	<p>Lesson 5 I will know about national holidays.</p>	<p>Lesson 5 holiday celebration</p>
<p>Chapter 3 Work Now and Long Ago</p>	<p>SS.S4.C4.PO1 Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.</p> <p>SS.S4.C4.PO2 Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation.</p>	<p>How have jobs changed over time?</p>		

	<p>SS.S4.C4.PO3 Describe how people earn a living in the community and the places they work.</p> <p>SS.S5.C1.PO1 Discuss different types of jobs that people do.</p> <p><u>Lesson 1 Why People Work</u> SS.S5.C1.PO4 Discuss difference between needs and wants.</p> <p>SS.S5.C1.PO6 Recognize that people use money to purchase goods and services.</p> <p><u>Lesson 2 Jobs at School</u> SS.S3.C4.PO4 Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors.)</p> <p><u>Lesson 3 Jobs in Our Community</u> SS.S3.C4.PO4 Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors.)</p>	 <p>What are some reasons people work?</p> <p>Who are some of the people that work in a school?</p> <p>Who are some of the people that work in a community?</p>	<p>Lesson 1 I will know why people work.</p> <p>Lesson 2 I will know what jobs people do at school.</p> <p>Lesson 3 I will know the jobs people do in the community.</p>	<p>Lesson 1 work job need want cost benefit</p> <p>Lesson 2 teacher principal nurse</p> <p>Lesson 3 carpenter market</p>
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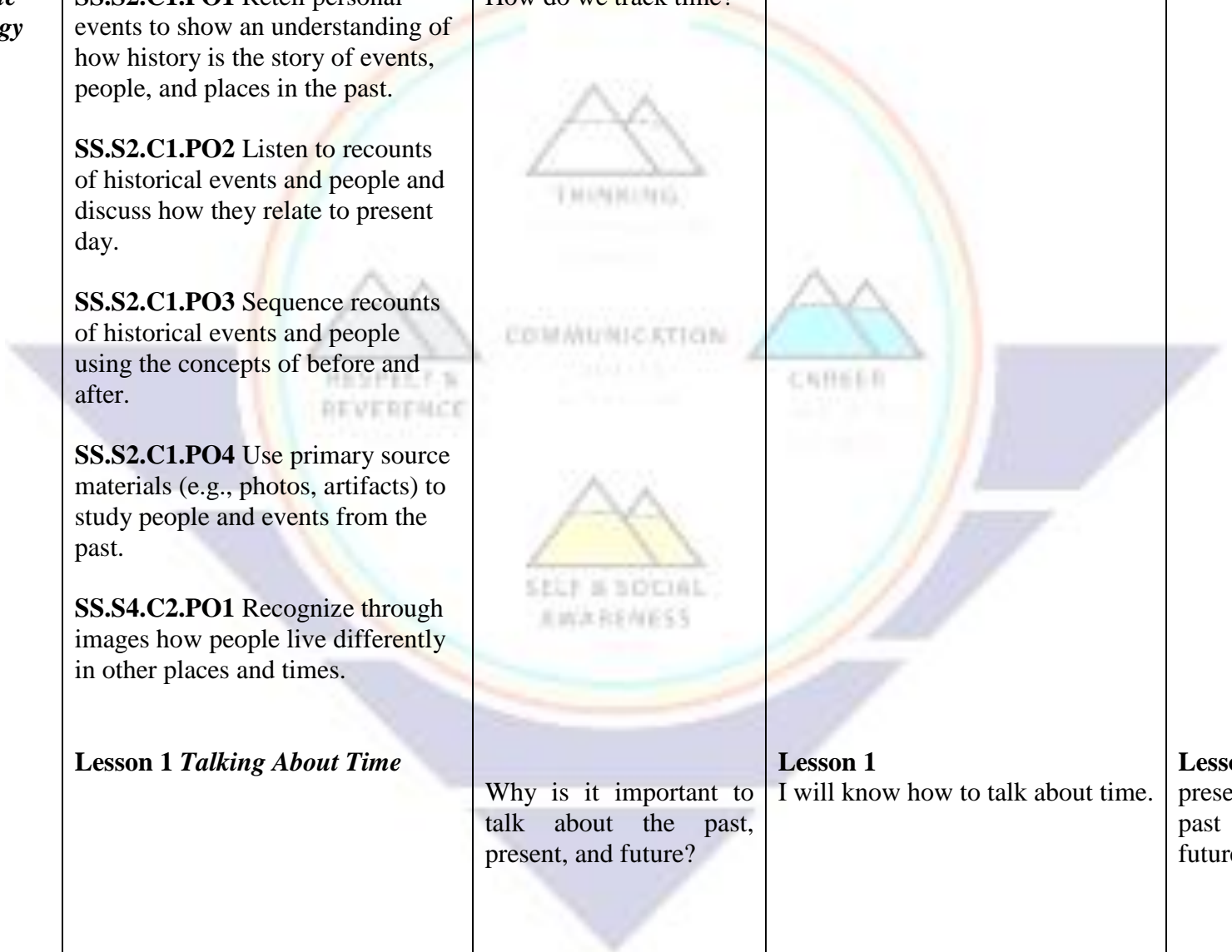
	<p><u>Lesson 4 Jobs Then and Now</u></p> <p>SS.S1.C1.PO2 Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>SS.S1.C1.PO3 Sequence recounts of historical events and people using the concepts of before and after.</p>	<p>How would your life be different if you had to walk to school today?</p> <p>How are our lives different from those who lived in the past? How are they the same?</p>	<p>Lesson 4</p> <p>I will know how some jobs have changed over time.</p>	<p>Lesson 4</p> <p>tool tablet smith</p>
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3rd Quarter (January 8th – March 8th 2019)

<p>myWorld Interactive Curriculum (Pearson)</p> <p><i>Chapter 4 Geography of the Neighborhood</i></p>	<p>Lesson 1 <i>Where We Live</i> SS.S4.C1.PO3 Determine the relative location of objects using the terms near/far, behind/in front, over/near, left/right, up/down Connect with: Science Strand 5 Concept 2 Math Strand 4 Concept 1 (Positional)</p> <p>Lesson 2 <i>Globes and Maps</i> SS.S4.C1.PO1 Recognize the difference between maps and globes.</p> <p>SS.S4.C1.PO4 Identify land and water on maps, illustrations, images, and globes.</p> <p>SS.S4.C1.PO5 Locate continents and oceans on a map or globe.</p> <p>Lesson 3 <i>Parts of a Map</i> SS.S4.C1.PO2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p>	<p>What is the world like?</p> <p>How might your neighborhood change over time?</p> <p>Why do you think we use globes?</p> <p>What does a map help you do?</p>	<p>Lesson 1 I will know about relative location.</p> <p>Lesson 2 I will know about globes and maps.</p> <p>Lesson 3 I will know the parts of a map.</p>	<p>Lesson 1 relative location harbor</p> <p>Lesson 2 globe land map neighborhood</p> <p>Lesson 3 symbol title legend</p>
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<p>•</p>	<p>Lesson 4 <i>Our Home and Neighborhood</i> SS.S4.C1.PO2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p> <p>Lesson 5 <i>Safe Neighborhoods</i> SS.S3.C4.PO2 Recognize the rights and responsibilities of citizenship: c. why there are rules and the consequences for violating them</p> <p>SS.S3.C4.PO4 Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).</p>	 <p>Why do people follow traffic symbols? What traffic symbols do you see around you?</p>	<p>Lesson 4 I will know what my home and neighborhood are like.</p> <p>Lesson 5 I will know how we make our neighborhoods safe.</p>	<p>Lesson 4 street address absolute location neighbor transportations</p> <p>Lesson 5 traffic symbol ramp</p>
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4th Quarter (March 18st – May 23rd 2019)

<p>Chapter 5 Time and Chronology</p>	<p>SS.S2.C1.PO1 Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>SS.S2.C1.PO2 Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>SS.S2.C1.PO3 Sequence recounts of historical events and people using the concepts of before and after.</p> <p>SS.S2.C1.PO4 Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <p>SS.S4.C2.PO1 Recognize through images how people live differently in other places and times.</p> <p>Lesson 1 Talking About Time</p>	<p>How do we track time?</p>  <p>Why is it important to talk about the past, present, and future?</p>	<p>Lesson 1 I will know how to talk about time.</p>	<p>Lesson 1 present past future</p>
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	<p>Lesson 2 <i>Measuring Time</i></p> <p>Lesson 3 <i>Weeks and Months</i></p> <p>Lesson 4 <i>Long Lengths of Time</i></p> <p>Lesson 5 <i>Parts of the Year</i> SS.S4.C3 Physical Systems Connect with: Science Strand 6 Concept 3 Understand the characteristics of weather and how it affect people.</p>	<p>How can I use a calendar and a clock to measure time?</p> <p>How many days in a week?</p> <p>How many weeks in a month</p> <p>How long is a year?</p> <p>What is another length of time longer than a year?</p> <p>What is weather?</p> <p>How has the weather changed over the course of the school year? How can we tell?</p>	<p>Lesson 2 I will know how to measure time.</p> <p>Lesson 3 I will know about weeks and months.</p> <p>Lesson 4 I will know how to talk about long lengths of time.</p> <p>Lesson 5 I will know parts of the year</p>	<p>Lesson 2 calendar clock</p> <p>Lesson 3 week month</p> <p>Lesson 4 year decade generation century</p> <p>Lesson 5 weather season</p>
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These Social Studies concepts will be integrated with the Dine' Studies Curriculum:

SS.S1.C1.P01 Retell personal events to show an understanding of how history is the story of events, people, and places in the past.

SS.S1.C1.P02 Listen to recounts of historical events and people and discuss how they relate to present day.

SS.S1.C1.P03 Sequence recounts of historical events and people using the concepts of before and after.

SS.S1.C1.P04 Use primary source materials (e.g., photos, artifacts) to study people and events from the past.

SS.S1.C2.P01 Recognize that Native Americans are the original inhabitants of North America.

This Social Studies concept will be integrated with cultural celebrations throughout the year.

SS.S2.C2.P01 Recognize that groups of people in early civilization (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.

