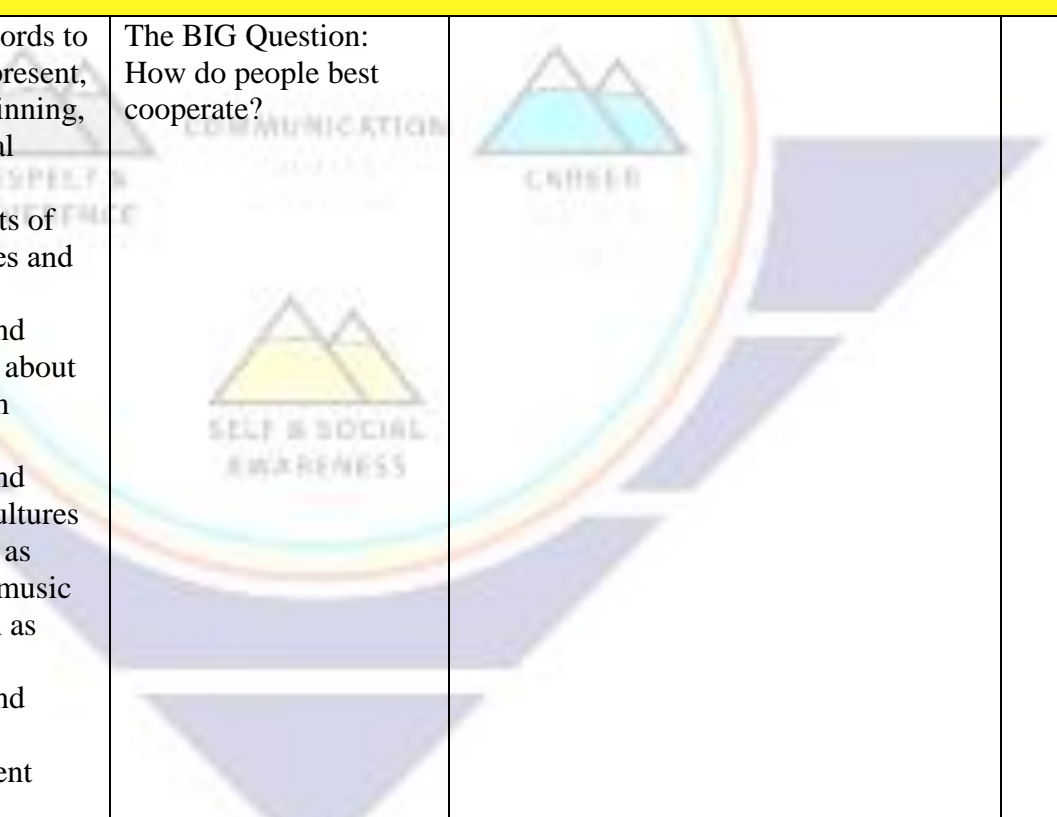




Ganado Unified School District (Social Studies/Kindergarten)

PACING Guide SY 2021-2022

Timeline/ Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter (August 3, 2021 to October 7, 2021)				
<p><i>Chapter 1 Learning and Working Together</i></p> <p>Resources: myWorld Interactive K Curriculum (<i>Pearson</i>)</p>	<p>K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.</p> <p>K.SP1.2 Explore how events of the past affect students' lives and community.</p> <p>K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.</p> <p>K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>K.SP3.1 With prompting and support, ask questions and construct responses to content studied.</p>	<p>The BIG Question: How do people best cooperate?</p>		

<p>Chapter 1 Learning and Working Together</p>	<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p>K.C1.3 Compare one’s own thoughts and opinions with those of others.</p> <p>Lesson 1 - Where We Learn</p> <p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>Lesson 2 - We Work Together</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p>Lesson 3 - Rules and Laws</p> <p>K.C4.2 Explain why rules are important within the classroom and school.</p> <p>K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.</p>	<p>What things do you learn to do at school?</p> <p>What does the word together mean?</p> <p>How does sharing make you feel?</p> <p>Why do we follow rules?</p>	<p>Lesson 1</p> <p>I will know how to act in school.</p> <ul style="list-style-type: none"> Recognize why people share and make good choices. Analyze what it means to take turns. <p>Lesson 2</p> <p>I will know how to get along with others.</p> <ul style="list-style-type: none"> Recognize why people cooperate. Identify ways of sharing. Identify and solve problems <p>Lesson 3</p> <p>I will know about rules and laws we follow</p> <ul style="list-style-type: none"> Recognize why we need rules and laws. Know the consequence of breaking rules. Identify rules at school. 	<p>Lesson 1</p> <p>school learn choice</p> <p>Lesson 2</p> <p>cooperate problem solution</p> <p>Lesson 3</p> <p>rule community law</p>
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<p>Chapter 1 Learning and Working Together</p>	<p><u>Lesson 4 - Leaders Make Rules</u> K.C2.1 Describe roles and responsibilities of people in authority.</p> <p><u>Lesson 5 - Good Citizens</u> K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p><u>Lesson 6 - Stories of Good Citizens</u> K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.</p>	<p>Why do leaders make rules?</p>  <p>What do good citizens do?</p>  <p>How are good citizens responsible?</p>	<ul style="list-style-type: none"> • Compare school rules in the past with school rules today. • Identify community laws. <p><u>Lesson 4</u> I will know about leaders who make rules and laws.</p> <ul style="list-style-type: none"> • Identify leaders who make rules. • Describe the leaders in my home. • Explain how a government keeps communities safe. <p><u>Lesson 5</u> I will know what good citizens do.</p> <ul style="list-style-type: none"> • Recognize what makes a good citizen. • Recognize that all people should be treated fairly. • Identify how good citizens help solve problems. <p><u>Lesson 6</u> I will read and know stories about good citizens.</p> <ul style="list-style-type: none"> • Recognize what a responsibility is. • Identify what makes a good citizen. • Identify how good citizens are responsible and help others. 	<p><u>Lesson 4</u> leader government</p> <p><u>Lesson 5</u> citizens right</p> <p><u>Lesson 6</u> responsibility</p>
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2nd Quarter (October 12, 2021 to December 17, 2021)

Chapter 2
National and
State Symbols

K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

K.SP1.2 Explore how events of the past affect students' lives and community.

K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

K.H4.1 Explain and explore origins of key American symbols, traditions and holidays.

K.H4.2 Explore the stories of key historical figures through informational text and biographies.

The BIG Question:
What does it mean to be American?

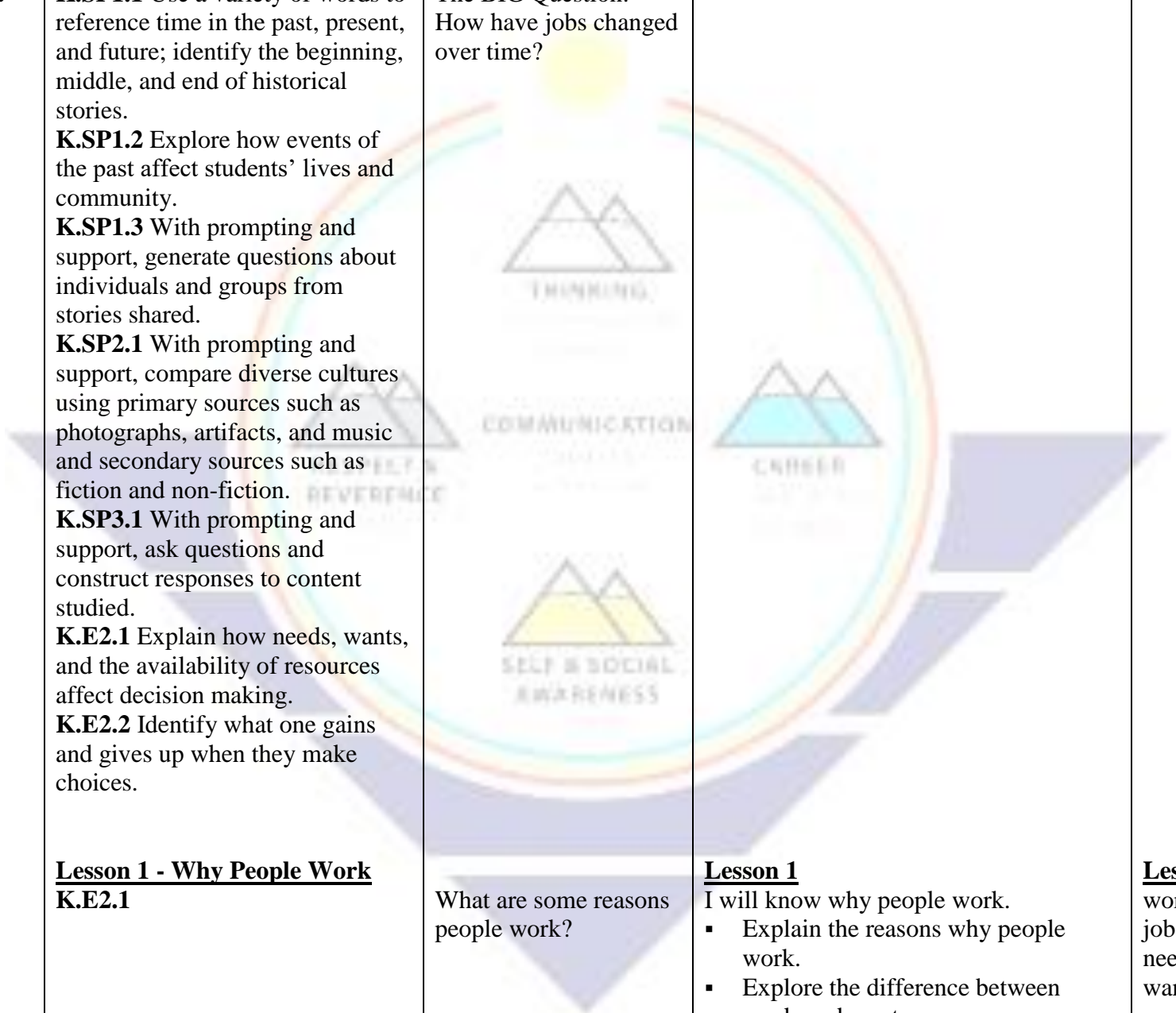


COMMUNICATION



<p><i>Chapter 2 National and State Symbols</i></p>	<p><u>Lesson 1 - Our Country and States</u> K.H.4.1</p> <ul style="list-style-type: none"> ▪ Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore. <p><u>Lesson 2 - Symbols of Our Country</u> K.H.4.1</p> <ul style="list-style-type: none"> ▪ Key traditions include but are not limited to the Pledge of Allegiance and National Anthem. <p><u>Lesson 3 - Symbols of Our State</u> K.H.4.1</p> <ul style="list-style-type: none"> ▪ Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore. 	<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><u>Lesson 1</u> I will know about America.</p> <ul style="list-style-type: none"> • Recognize that we all live in a country: the United States. • Recognize that we all live in a state. <p><u>Lesson 2</u> I will know about symbols of America.</p> <ul style="list-style-type: none"> • Recognize the American flag, what it looks like, and what it represents. • Identify important national symbols that represent America. • Identify America’s national song, why it was written, and what it represents. • Recognize and identify several important songs of our country. <p><u>Lesson 3</u> I will know about state symbols.</p> <ul style="list-style-type: none"> ▪ Identify flags as important state symbols. ▪ Identify other important symbols that represent the states. 	<p><u>Lesson 1</u> nation</p> <p><u>Lesson 2</u> pledge freedom landmark</p> <p><u>Lesson 3</u> capital</p>
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<p>Chapter 2 National and State Symbols</p>	<p><u>Lesson 4 - American Heroes</u> K.H1.1 Compare one’s own culture with the culture of others.</p> <ul style="list-style-type: none"> ▪ Key cultures include those in the classroom, community, and one of Arizona’s 22 Indian Nations. <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p> <p><u>Lesson 5 - Our National Holidays</u> K.H4.1</p> <ul style="list-style-type: none"> ▪ Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day. ▪ <i>Optional: Navajo Nation Holidays</i> 	<p>Why are the people in this lesson considered heroes? (Navajo Code Talkers)</p> <p>What is a holiday? What is likely to happen on a holiday?</p>	<p><u>Lesson 4</u> I will know about American heroes.</p> <ul style="list-style-type: none"> ▪ Name different heroes from American history. ▪ Identify why specific people from history are remembered as heroes. <p><u>Lesson 5</u> I will know about national holidays.</p> <ul style="list-style-type: none"> ▪ Identify national holidays that celebrate specific people. ▪ Recognize that we have many holidays to remember events that happened a long time ago. 	<p><u>Lesson 4</u> inventor</p> <p><u>Lesson 5</u> holiday celebration</p>
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<p>Chapter 3 Work Now and Long Ago</p>	<p>K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.</p> <p>K.SP1.2 Explore how events of the past affect students' lives and community.</p> <p>K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.</p> <p>K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>K.SP3.1 With prompting and support, ask questions and construct responses to content studied.</p> <p>K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.</p> <p>K.E2.2 Identify what one gains and gives up when they make choices.</p> <p><u>Lesson 1 - Why People Work</u> K.E2.1</p>	<p>The BIG Question: How have jobs changed over time?</p>  <p>What are some reasons people work?</p>	<p><u>Lesson 1</u> I will know why people work.</p> <ul style="list-style-type: none"> ▪ Explain the reasons why people work. ▪ Explore the difference between needs and wants. 	<p><u>Lesson 1</u> work job need want cost benefit</p>
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**Chapter 3 Work
Now and Long
Ago**

Lesson 2 - Jobs at School

K.C2.1 Describe role and responsibilities of people in authority.

- Such as school personnel, family members, and community members.

Lesson 3 - Jobs in Our Community

K.C2.1 Describe role and responsibilities of people in authority.

- Such as school personnel, family members, and community members.

Lesson 4 - Jobs Then and Now

K.SP1.1
K.SP1.2
K.SP1.3
K.SP2.1
K.SP3.1

Who are some of the people that work in a school?

Who are some of the people that work in a community?

How would your life be different if you had to walk to school today?

How are our lives different from those

- Recognize that people make money through their jobs to provide the things they need and want.

Lesson 2

I will know what jobs people do at school.

- Identify the importance of a child’s job at school.
- Recognize role and purpose of jobs at school.
- Analyze visuals and identify important information.

Lesson 3

I will know the jobs people do in the community.

- Name familiar community helpers.
- Identify many of the jobs within a community and understand their purpose.
- Discuss making and selling things.

Lesson 4

I will know how some jobs have changed over time.

- Compare and contrast jobs long ago and jobs today.
- Recognize that tools make some jobs faster, as well as how some tools have changed over time.

Lesson 2

teacher
principal
nurse

Lesson 3

carpenter
market

Lesson 4

tool
tablet
smith

who lived in the past?
How are they the same?

- Analyze visuals and identify important details.
- Compare and contrast life long ago and life today.



3rd Quarter (January 3, 2022 to March 11, 2022)

**Chapter 4
Geography of the
Neighborhood**

K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

K.SP1.2 Explore how events of the past affect students' lives and community.

K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

- Key concepts include but are not limited to graphing local weather and mapping the classroom.

K.G.1.2 Explore locations in stories shared.

The BIG Question:
What is the world like?



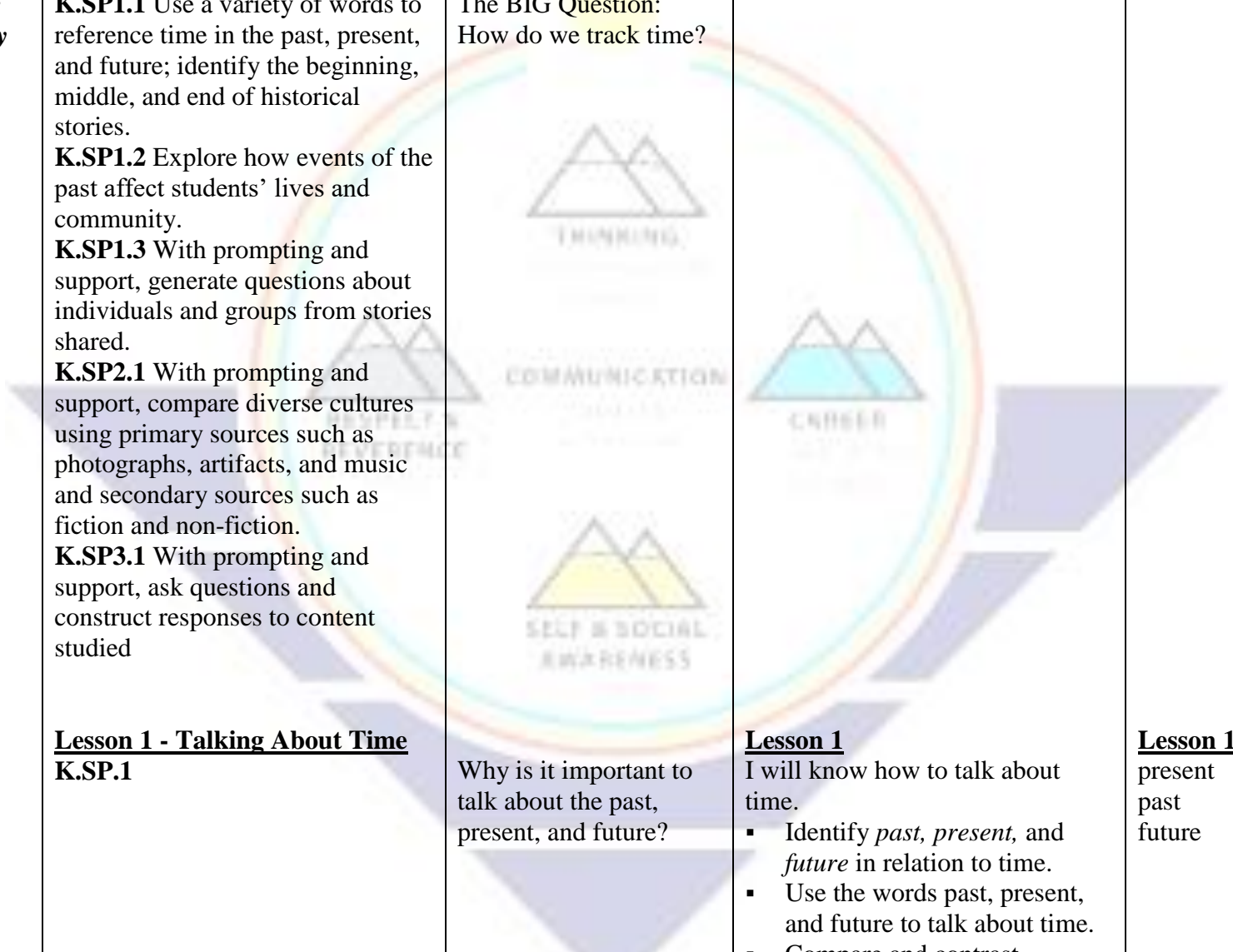
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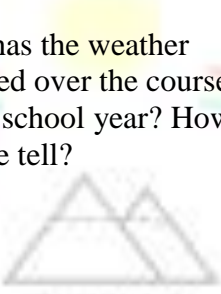
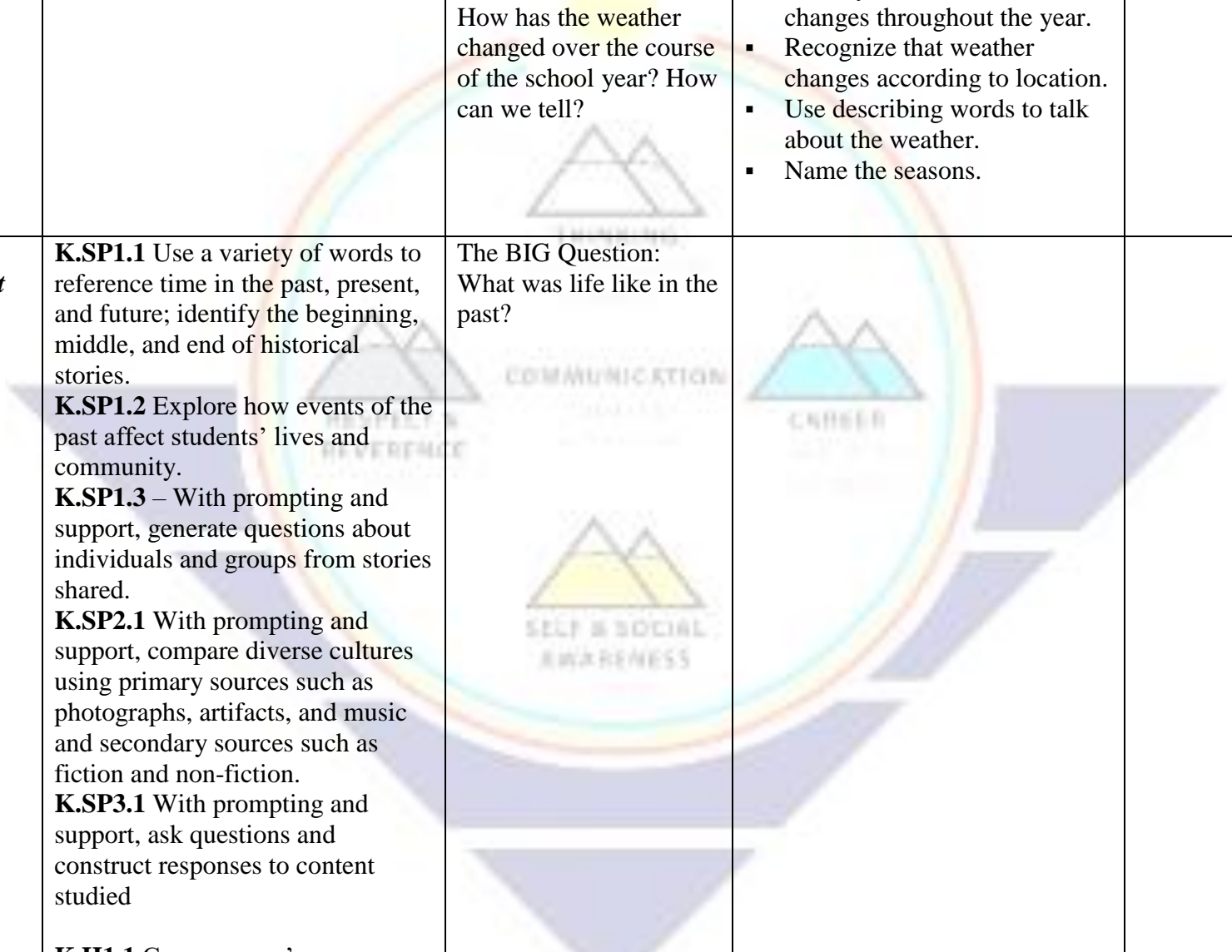
<p>Chapter 4 Geography of the Neighborhood</p>	<p><u>Lesson 1 - Where We Live</u> <i>Connect with:</i> <i>Math Strand 4 Concept 1</i> <i>(Positional)</i></p> <p><u>Lesson 2 - Globes and Maps</u> K.G1.1</p> <p><u>Lesson 3 - Parts of a Map</u> K.G1.1</p>	<p>What is relative location?</p> <p>What is a harbor?</p> <p>Why do you think we use globes?</p> <p>What does a map help you do?</p> <p>What can you do with a map?</p> <p>What are some differences between the picture and the map?</p>	<p><u>Lesson 1</u> I will know about relative location.</p> <ul style="list-style-type: none"> Compare and contrast the relative locations of people, places, and environments. Recognize several different location words. Realize that places, and their relative advantages and disadvantages, can change over time. <p><u>Lesson 2</u> I will know about globes and maps.</p> <ul style="list-style-type: none"> Recognize what a globe represents and how to use one. Recognize what a map represents and how to use one. <p><u>Lesson 3</u> I will know the parts of a map.</p> <ul style="list-style-type: none"> Recognize that maps have symbols that represent real things. Identify different parts of a map and what information they show. 	<p><u>Lesson 1</u> relative location harbor</p> <p><u>Lesson 2</u> globe land map neighborhood</p> <p><u>Lesson 3</u> symbol title legend</p>
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<p>Chapter 4 Geography of the Neighborhood</p>	<p><u>Lesson 4 - Our Home and Neighborhood</u> K.G.1.2</p> <p><u>Lesson 5 - Safe Neighborhoods</u> K.G.1.2</p> <p><u>Lesson 6 - Our Resources</u> K.H2.1 K.G2.1 Explain how water and weather impacts humans. Connect with Science</p>	<p>What is included in an address?</p> <p>What is the difference between absolute locations and relative locations?</p> <p>Why do people follow traffic symbols?</p> <p>What traffic symbols do you see around you?</p> <p>Do you think that area around our school had buildings and roads long ago?</p> <p>How did people change the land long ago?</p> <p>Why is it important to keep resources safe?</p> <p>Why we need healthy air and land?</p>	<p><u>Lesson 4</u> I will know what my home and neighborhood are like.</p> <ul style="list-style-type: none"> Describe the absolute of location of a place, using an address. Recognize that people live in neighborhoods. Identify different ways people get from place to place. <p><u>Lesson 5</u> I will know how we make our neighborhoods safe.</p> <ul style="list-style-type: none"> Recognize that traffic rules keep us safe. Identify different traffic rules and how they keep us safe. <p><u>Lesson 6</u> I will know how people use resources today and long ago.</p> <ul style="list-style-type: none"> Realize that places have changed over time. Identify resources that were used long ago. Identify resources that are used today. Recognize why it is important to keep resources safe. 	<p><u>Lesson 4</u> street address absolute location neighbor transportations</p> <p><u>Lesson 5</u> traffic symbol ramp</p> <p><u>Lesson 6</u> resources lumber goods</p>
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4th Quarter (March 21, 2022 to May 26, 2022)

<p>Chapter 5 Time and Chronology</p>	<p>K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.</p> <p>K.SP1.2 Explore how events of the past affect students’ lives and community.</p> <p>K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.</p> <p>K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>K.SP3.1 With prompting and support, ask questions and construct responses to content studied</p> <p><u>Lesson 1 - Talking About Time</u> K.SP.1</p>	<p>The BIG Question: How do we track time?</p>  <p>Why is it important to talk about the past, present, and future?</p>	<p><u>Lesson 1</u> I will know how to talk about time.</p> <ul style="list-style-type: none"> ▪ Identify <i>past</i>, <i>present</i>, and <i>future</i> in relation to time. ▪ Use the words past, present, and future to talk about time. ▪ Compare and contrast something in the past, present, and future. 	<p><u>Lesson 1</u> present past future</p>
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<p><i>Chapter 5 Time and Chronology</i></p>	<p><u>Lesson 2 - Measuring Time</u></p>	<p>How can I use a calendar and a clock to measure time?</p> <p>Why does it become dark at night?</p> 	<p><u>Lesson 2</u> I will know how to measure time.</p> <ul style="list-style-type: none"> ▪ Differentiate between night and day. ▪ Identify clocks and calendars as tools that measure time. ▪ Identify that time can be measured in hours, days, weeks, months, and years. 	<p><u>Lesson 2</u> calendar clock</p>
	<p><u>Lesson 3 - Weeks and Months</u></p>	<p>What is a week?</p> <p>How many days in a week?</p> <p>How many weeks in a month?</p> 	<p><u>Lesson 3</u> I will know about weeks and months.</p> <ul style="list-style-type: none"> ▪ Recognize that weeks and months are another way of measuring time. ▪ Identify a week as a length of time that is seven days long. ▪ Identify a month as a length of time that is about four weeks long. 	<p><u>Lesson 3</u> week month</p>
	<p><u>Lesson 4 - Long Lengths of Time</u></p>	<p>How long is a year?</p> <p>What is another length of time longer than a year?</p> <p>How old will you be in a decade?</p> 	<p><u>Lesson 4</u> I will know how to talk about long lengths of time.</p> <ul style="list-style-type: none"> ▪ Identify the concept of a year as a length of time that is 12 months long. ▪ Identify a decade as a length of time that is 10 years long. ▪ Recognize that a generation spans more than one decade. ▪ Identify a century as 100 years long. 	<p><u>Lesson 4</u> year decade generation century</p>

<p>Chapter 5 Time and Chronology</p>	<p><u>Lesson 5 - Parts of the Year</u> <i>Connect with:</i> <i>Science – seasons and weather</i></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><u>Lesson 5</u> I will know parts of the year.</p> <ul style="list-style-type: none"> ▪ Identify weather and how it changes throughout the year. ▪ Recognize that weather changes according to location. ▪ Use describing words to talk about the weather. ▪ Name the seasons. 	<p><u>Lesson 5</u> weather season</p>
<p>Chapter 6 Learning About the Past</p>	<p>K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.</p> <p>K.SP1.2 Explore how events of the past affect students’ lives and community.</p> <p>K.SP1.3 – With prompting and support, generate questions about individuals and groups from stories shared.</p> <p>K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>K.SP3.1 With prompting and support, ask questions and construct responses to content studied</p> <p>K.H1.1 Compare one’s own culture with the culture of others.</p> <ul style="list-style-type: none"> ▪ Key cultures include those in 	<p>The BIG Question: What was life like in the past?</p> 		

<p>Chapter 6 Learning About the Past</p>	<p>the classroom, community, and one of Arizona’s 22 Indian Nations.</p> <p>K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems</p> <p><u>Lesson 1 - Life Long Ago</u> K.H1.1 K.H2.1</p> <p><i>Include Navajo Cultural History such as: The Long Walk and Treaty of 1868</i></p> <p><u>Lesson 2 - People in History</u> K.H1.1 K.H2.1</p> <p><i>Include past leaders of the Navajo Nation such as: Chief Manuelito, Chief Barboncito, Tribal Chairmen and/or Navajo Presidents, The Navajo Code Talkers and other Native leaders</i></p>	<p>Why did families in the past make their own clothing?</p> <p>What was life in the past like for children?</p> <p>Why was Daniel Boone important?</p> <p>Why was Clara Barton important?</p> <p>Why was Booker T. Washington important?</p>	<p><u>Lesson 1</u> I will know what life was like in the past.</p> <ul style="list-style-type: none"> ▪ Recognize the meaning of history. ▪ Compare and contrast life long ago and life today. ▪ Analyze visuals and identify important details. <p><u>Lesson 2</u> I will know about people who helped our country in the past.</p> <ul style="list-style-type: none"> ▪ Identify three Americans in history. ▪ Compare and contrast the lives of three individuals from history. ▪ Identify different ways people have helped America grow. 	<p><u>Lesson 1</u> history crop</p> <p><u>Lesson 2</u> explorer volunteer</p>
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<p>Chapter 6 <i>Learning About the Past</i></p>	<p><u>Lesson 3 - We Celebrate Our Past</u> <i>Include Navajo Nation Holidays</i></p>	<p>Why is it a custom to rest on Labor Day?</p> <p>What are two holidays when we honor soldiers?</p> <p>Why is it important to have days when we honor soldiers?</p> <p>What caused Dr. King to work for equal rights?</p> <p>How did things change because of Dr. King's work?</p>	<p><u>Lesson 3</u> I will know how we celebrate our past.</p> <ul style="list-style-type: none"> ▪ Recognize the meaning of several American holidays. ▪ Identify the people and events that specific holidays celebrate. ▪ Analyze visuals and identify important details. 	<p><u>Lesson 3</u> custom veteran</p>
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These Social Studies concepts will be integrated with the Dine' Studies Curriculum:

K.H1.1 Compare one's own culture with the culture of others.

- Key culture's include those in the classroom, community, and one of Arizona's 22 Indian Nations.

Through an introduction to civics, geography, economics, and history, students will understand their roles and responsibilities as citizens within their own context. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture.

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

(History and Social Science Standards 2018, Arizona Department of Education)