

**RIDGECROFT SCHOOL
GRADE K SOCIAL STUDIES**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE(S) No textbook
FIRST GRADING PERIOD			
30 Days			
INDIVIDUALS, FAMILIES, AND GROUPS <ul style="list-style-type: none"> • Values • Similarities and differences 	10	1.01, 1.02, 1.04	
CELEBRATED HOLIDAYS AND SPECIAL DAYS <ul style="list-style-type: none"> • Celebrations, rituals, and traditions • Religious and secular symbols associated with famous people, holidays, and special days of diverse cultures • Reasons for observations 	10	4.01, 4.02, 4.03	
BASIC GEOGRAPHIC CONCEPTS <ul style="list-style-type: none"> • Locate familiar places in the home, school, and other environments • Describe functions of places in the home, school, and other environments • Recognize and explain seasonal changes of the environment 	10	5.01, 5.03, 5.04	
SECOND GRADING PERIOD			
30 Days			
RESPONSIBLE CITIZENSHIP <ul style="list-style-type: none"> • Exhibit integrity, responsibility, trustworthiness • Importance of rules and laws • Analyze classrooms and suggest fair solutions 	15	2.01, 2.03, 2.04	
CELEBRATED HOLIDAYS AND SPECIAL DAYS <ul style="list-style-type: none"> • Celebrations, rituals, and traditions • Religious and secular symbols associated with famous people, holidays, and special days of diverse cultures • Reasons for observations 	15	4.01, 4.02, 4.03	
THIRD GRADING PERIOD			
30 Days			
CHANGE IN VARIOUS SETTINGS <ul style="list-style-type: none"> • How individuals and families grow and change 	10	3.01	
CELEBRATED HOLIDAYS AND SPECIAL DAYS <ul style="list-style-type: none"> • Celebrations, rituals, and traditions • Religious and secular symbols associated with famous people, holidays, and special days of diverse cultures • Reasons for observations 	10	4.01, 4.02, 4.03	
ECONOMIC CONCEPTS TO HOME, SCHOOL AND COMMUNITY <ul style="list-style-type: none"> • Wants and needs • Scarcity and influence on economy • How families and communities work together to meet basic needs and wants • How money is used within the communities, such as spending and saving • Goods and services provided in communities 	10	6.01, 6.02, 6.03, 6.04, 6.05	FINANCIAL LITERACY (DPI) <ul style="list-style-type: none"> • Deserted Island (p.11) • The Perfect Pet (P.14) • Popcorn Economics (p.18) • A Community of Helpers (p.32) • Building a Community (p.41) • A Vest Made New (p.21) • Tough Choices (p.26) • Not Enough Cookies (p.16)

			• Working Together (p.35)
FOURTH GRADING PERIOD	30 Days		
INDIVIDUALS, FAMILIES, AND GROUPS <ul style="list-style-type: none"> • Diverse family structures around the world • Customs of families in communities around the world 	10	1.03, 1.05	
RESPONSIBLE CITIZENSHIP <ul style="list-style-type: none"> • Democratic decision making • Analysis of classroom problems and fair solutions 	10	2.02, 2.04	
CELEBRATED HOLIDAYS AND SPECIAL DAYS <ul style="list-style-type: none"> • Celebrations, rituals, and traditions • Religious and secular symbols associated with famous people, holidays, and special days of diverse cultures • Reasons for observations 	10	4.01, 4.02, 4.03	
FIFTH GRADING PERIOD	30 Days		
CHANGE IN VARIOUS SETTINGS <ul style="list-style-type: none"> • How lives of individuals and families of the past are different from what they are today • Changes within communities • Changes in classroom and school environments 	15	3.02, 3.03, 3.04	
CELEBRATED HOLIDAYS AND SPECIAL DAYS <ul style="list-style-type: none"> • Celebrations, rituals, and traditions • Religious and secular symbols associated with famous people, holidays, and special days of diverse cultures • Reasons for observations 	15	4.01, 4.02, 4.03	
SIXTH GRADING PERIOD	30 Days		
BASIC GEOGRAPHIC CONCEPTS <ul style="list-style-type: none"> • Seasonal changes of the environment • How natural and human resources are used within the community • Maps, models, and drawing of home, school, and other environments 	15	5.02, 5.04, 5.05	
HOW TECHNOLOGY IS USED AT HOME, SCHOOL, AND THE COMMUNITY <ul style="list-style-type: none"> • Different types of media and forms of communication • Modes of transportation at home and around the world • Functions of computers and other electronic devices used in the home, school and other environments 	15	7.01, 7.02, 7.03	

8/1/06

NC STANDARD COURSE OF STUDY

SELF AND FAMILY/FAMILIES AROUND THE WORLD

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach **Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: THE LEARNER WILL INVESTIGATE HOW INDIVIDUALS, FAMILIES, AND GROUPS ARE SIMILAR AND DIFFERENT.

- 1.01 Describe how individuals are unique and valued.
- 1.02 Identify different groups to which individuals belong.
- 1.03 Examine diverse family structures around the world.
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.

COMPETENCY GOAL 2: THE LEARNER WILL IDENTIFY AND EXHIBIT QUALITIES OF RESPONSIBLE CITIZENSHIP IN THE CLASSROOM, SCHOOL, AND OTHER SOCIAL ENVIRONMENTS.

- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- 2.02 Participate in democratic decision making.
- 2.03 Describe the importance of rules and laws.
- 2.04 Analyze classroom problems and suggest fair solutions.

COMPETENCY GOAL 3: THE LEARNER WILL RECOGNIZE AND UNDERSTAND THE CONCEPT OF CHANGE IN VARIOUS SETTINGS.

- 3.01 Observe and describe how individuals and families grow and change.
- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- 3.03 Observe and summarize changes within communities.
- 3.04 Recognize changes in the classroom and school environments.

COMPETENCY GOAL 4: THE LEARNER WILL EXPLAIN CELEBRATED HOLIDAYS AND SPECIAL DAYS IN COMMUNITIES.

- 4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
- 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

COMPETENCY GOAL 5: THE LEARNER WILL EXPRESS BASIC GEOGRAPHIC CONCEPTS IN REAL LIFE SITUATIONS.

- 5.01 Locate and describe familiar places in the home, school, and other environments.
- 5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.
- 5.03 Describe the functions of places in the home, school, and other environments.
- 5.04 Recognize and explain seasonal changes of the environment.
- 5.05 Identify and state how natural and human resources are used within the community.

COMPETENCY GOAL 6: THE LEARNER WILL APPLY BASIC ECONOMIC CONCEPTS TO HOME, SCHOOL, AND THE COMMUNITY.

- 6.01 Distinguish between wants and needs.
- 6.02 Examine the concept of scarcity and how it influences the economy.
- 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
- 6.04 Give examples of how money is used within the communities, such as spending and savings.
- 6.05 Explore goods and services provided in communities.

COMPETENCY GOAL 7: THE LEARNER WILL RECOGNIZE HOW TECHNOLOGY IS USED AT HOME, SCHOOL, AND THE COMMUNITY.

- 7.01 Identify different types of media and forms of communication.
- 7.02 Explore modes of transportation at home and around the world.
- 7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.