



Modified by LCPS July 2008

Curriculum Framework

Kindergarten Introduction to History and Social Science

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2001



IMPORTANT FEATURES OF THIS CURRICULUM/PACING GUIDE FOR 2008-09:

The Virginia Department of Education has REVISED the SOLs for History and Social Science, K-12. 2008-09 is a transition year, so this document contains some material that will be ***removed*** for 2009-2010, some that will be ***added*** for 2009-2010, and some that will be ***unchanged***. PLEASE PAY CAREFUL ATTENTION to the following guidelines which explain how this document is organized and coded.

1. All material that is *italicized* will be removed starting with the school year 2009-2010. However it WILL be tested during the school year 2008-09.
2. All material that is **underlined in red** will be added starting with the school year 2009-2010. However, it WILL NOT be tested during the school year 2008-09.
3. All material that is in plain text will not change. It will stay in the curriculum for 2008-09 and for 2009-2010. It WILL BE tested during both years and thenceforward until future revisions from the VADOE.

Material that will be added in 2009-2010 has been included in this guide so that teachers can begin planning for it and including it in their instruction. As always, the SOLs that are identified with italics or plain text constitute the **minimum** total amount of knowledge and skills we expect students to learn in Loudoun County.



Instruction on Internet Safety:

Please review these guidelines with your students before you begin research projects.

1. Students must talk with teachers, librarians, parents, or guardians before going online. The purpose of this conversation is to discuss the purpose of searching online for information, and to establish acceptable and unacceptable websites.
2. Students must never reveal any personal information to anyone or any site online. Students should never give their names, addresses, or other personal information—no matter what online website is asking for it.
3. If unwanted websites “pop-up,” or appear on screen, students must close these right away, and report any “pop-ups” that make them feel uncomfortable to teachers, librarians, or parents.
4. Students must never agree to meet anyone in person who may have communicated with them online. If communication online takes place, students should report this to a teacher, librarian, parent, or guardian.
5. Students must interact with the web in ways that are similar to how they are expected to behave with real people. Students must never disrespect other people online, nor should they use inappropriate language on any interactive sites.

STANDARD K.1

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of **Powhatan**, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored in the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>History relates events that have already happened.</p> <p>History teaches us about the interesting lives of people long ago.</p> <p>We celebrate holidays to remember people and events of long ago.</p>	<p>What can we learn about people and events from long ago?</p> <p>Who are the people that we remember on these holidays?</p> <p>Why do we celebrate these holidays?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Long ago/past/present • Real and make-believe • History: Events that have already happened <p>People to know</p> <ul style="list-style-type: none"> • <u>Powhatan: He was an Indian leader when the settlers came to Virginia. He ruled over many tribes.</u> • Pocahontas: She was an Indian (<i>First American</i>) girl, <u>daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help settlers receive food from the Indians, who was a helper and friend to the settlers in Jamestown.</u> • George Washington: He was the first President of the United States and often called the “Father of Our Country.” • Betsy Ross: She is believed to have sewn one of the first flags for our country. • Abraham Lincoln: He was a United States President and often called “Honest Abe.” <p>Holidays to know</p> <ul style="list-style-type: none"> • Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (<i>First Americans</i>). It is observed in November. 	<p>Use information from print and non-print sources.</p> <p>Separate fact from fiction.</p> <p>Identify primary ideas expressed in data.</p> <p>Use a calendar.</p>

STANDARD K.1 (continued)

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of **Powhatan**, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored in the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none">• Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.• Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.• Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July.	

STANDARD K.2

The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Everyday life today is different from life long ago.</p> <p>Stories and families can describe events from the past.</p>	<p>How is life today different from life of long ago?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• Past: Something that has already happened• Present: What is happening now <p>Information about life in the past is gained through the study of Thanksgiving and the stories of Powhatan, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.</p> <p>Descriptions of life in the past and present can be shared by families through pictures and stories.</p>	<p>Collect information from print and non-print sources.</p> <p>Gather and classify information.</p> <p>Compare information.</p> <p>Describe a picture.</p>

STANDARD K.3

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things.</p> <p>There are certain words that help us describe where people, places, and things are located.</p>	<p>What words are used to describe the location of people, places, and things?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• Near/far• Above/below• Left/right• Behind/in front <p>These words are used daily to describe where people, places, and things are located.</p>	<p>Describe the location of people, places, and things.</p> <p>Develop beginning map skills through the manipulation of objects.</p> <p>Develop fluency in the use of directional words.</p>

STANDARD K.4

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps and globes represent the Earth.</p> <p>The location of places referenced in stories and real-life situations can be shown on maps or globes.</p> <p>Land and water features can be found on maps and globes.</p>	<p>What can be used to show a model of the Earth?</p> <p>How can maps be used to locate areas referenced in stories and in real-life situations?</p> <p>How are land and water features shown on maps and globes?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• Map: A drawing that shows what a place looks like from above• Globe: A round model of the Earth• Model: Something that stands for something else <p>Maps or globes can show the location of places referenced in stories and real-life situations.</p> <p>Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.</p> <p>Land and water features on maps and globes are shown by different colors.</p>	<p>Identify and locate features on maps and globes.</p> <p>Use resource materials.</p> <p>Differentiate color symbols on maps and globes.</p>

STANDARD K.5

The student will develop an awareness that maps and globes

- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Basic map concepts will help students use maps and globes.	Why are maps and globes important?	Basic concepts about maps and globes <ul style="list-style-type: none">• They show a view from above.• They show things/objects as they are, only smaller.• They show the position/location of things/objects.	Develop concepts of space by actively exploring the environment. Develop beginning map skills through manipulation of objects. Use maps of familiar objects or areas.

STANDARD K.6

The student will match simple descriptions of work that people do with the names of those jobs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People work at many jobs.	What are examples of jobs?	Examples of jobs <ul style="list-style-type: none">• Doctors are people who take care of other people when they are sick.• Builders are people who build houses and other buildings.• Teachers are people who help students to learn.• Cooks are people who prepare meals.• Farmers are people who grow crops and raise animals.• Firefighters are people who put out fires.	Gather and classify information. Use and explain simple charts.

STANDARD K.7

The student will

- a) **recognize that people make choices because they cannot have everything they want** identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
- b) **explain that people work to earn money to buy the things they want** recognize that people use money to purchase goods.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><i>People have basic needs (food, clothing, and shelter) and wants.</i></p> <p><i>Many wants are obtained through the practice of exchanging money for goods.</i></p> <p><i>People can get what they need by trading money for food, clothing, and shelter.</i></p> <p><u>People have to make choices about things they want.</u></p> <p><u>People cannot have everything they want.</u></p> <p><u>People work to earn money and buy the things they want.</u></p>	<p><i>What are basic needs and wants?</i></p> <p><i>How do people get goods?</i></p> <p><u>Why do people have to make choices?</u></p> <p><u>How do people earn money to get the things they want?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • <i>Basic needs: Things people need to live (food, clothing, and shelter)</i> • <u>Choice: A decision made between two or more things</u> • Wants: Things people would like to have <u>including basic needs such as:</u> <ul style="list-style-type: none"> - <u>food</u> - <u>clothing</u> - <u>shelter</u> • Money: What people use to buy the things they want. Bills and coins are examples of money.) <p><i>Goods are things that people make or grow that can be purchased.</i></p> <p><u>When people cannot have everything they want, they must choose something and give up something else.</u></p>	<p>Gather and classify information.</p> <p>Explain simple charts.</p>

STANDARD K.8

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others.

Essential Understandings	Essential Questions	Essential Knowledge				Essential Skills
<p>Good citizens are involved in their home, school, and communities.</p> <p>Good citizens understand taking responsibility for their own actions.</p> <p><u>Good citizens participate in making decisions in the classroom.</u></p> <p><u>Good citizens work well in groups with their classmates.</u></p>	<p>In what ways are good citizens involved in their home, school, and communities?</p> <p>What actions show examples of being a good citizen at school?</p> <p>What are examples of rules? What are the consequences of breaking rules?</p> <p><u>What are ways to be good citizens when working in groups with classmates?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live <p>Examples of being a good citizen</p> <ul style="list-style-type: none"> • Taking turns • Sharing • Completing classroom chores • Taking care of one’s things • Respecting what belongs to others • Being honest • Practicing self-control • Being kind to others • <u>Participating in making the classroom decisions</u> • <u>Working well with classmates in groups</u> 				<p>Explain cause and effect relationships.</p> <p>Participate in groups and democratic society.</p>
			Rule	Results of following the rule	Consequences (if rule is not followed)	
		<i>Home</i>	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.	
		<i>School</i>	Line up to go to the play-ground.	Everyone gets there safely.	Someone can get lost or hurt.	
		<i>Community</i>	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.	

STANDARD K.9

The student will recognize the American flag and the Pledge of Allegiance, and know that the President is the leader of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has a national flag.</p> <p>The United States has a national pledge to the flag.</p> <p>The United States has a leader, who is called the President.</p>	<p>What does the American flag look like?</p> <p>What is the name of the pledge to the American flag?</p> <p>What is the name given to the leader of the United States?</p>	<p>The American flag has white stars on a blue rectangle. It also has red and white stripes.</p> <p>The pledge to the American flag is called the Pledge of Allegiance.</p> <p>The President is the leader of the United States.</p>	<p>Participate in groups and democratic society.</p>

LCPS K.WC1

The students will become aware of our multifaceted world by:

- a. becoming familiar with globes and maps of the world
- b. recognizing the difference between a map and a globe
- c. understanding that different places and land forms on maps and globes are where different people live
- d. understanding that different places in the world have different cultural traditions and practices
- e. learning about the geography and some of the traditions of Kenya and Japan

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Globes and maps are representations of our world from above.</p> <p>Our world is round and a globe is a model of our world.</p> <p>A map is a “stretched out” and flattened globe</p> <p>People live on the land forms represented on maps and globes, not the “blue water.”</p> <p>The places people grow up in determine the ways they live, the foods they eat, the sports they play, etc.</p> <p>Kenya is a hot, large country in east Africa, where humans have lived for hundreds of thousands of years</p> <p>Japan is a very populous island whose people have been heavily influenced by the sea.</p>	<p>What is a map? What is a globe? What is the difference between a map and a globe?</p> <p>What do the different colors or lines on a map or globe represent?</p> <p>How can mountains affect how people live? How about the ocean? How about the desert?</p> <p>How do the geographical locations or features of Kenya and Japan affect how the people live there?</p>	<p>Maps and globes are different symbolic representations or models of our world or any location.</p> <p>Land forms and location determine what food people can eat, what clothes they wear, and what weather they have.</p> <p>Kenya is an ancient east African land with many resources and a long history. It has a history of story-telling and a cultural tradition that differs from American culture.</p> <p>Japan is an east Asian island nation with a maritime tradition and cultural practices that are different from American ones.</p>	<p>Locate different continents on a world map and globe.</p> <p>Describe some features of a country or continent based on the symbols on a map or globe.</p> <p>RESOURCES:</p> <p>Scott-Forseman Kindergarten books, “Here we Go” pp. 217-224</p> <p>Paperback books in libraries on Kenya and Japan.</p>