



# Gulfport School District

## PACING GUIDE

### KINDERGARTEN

#### Social Studies

#### Self/Home

| QUARTER  | COMPETENCY/OBJECTIVES   |
|--|---|
| (C-Civics) (H-History) (G-Geography) (E-Economics) |   |
| <b>QUARTER 1</b>                                   |   |
| 1  | <b>1. Develop an understanding of <i>self/home</i> in relationship to the expanding horizon theme. (C, H,)</b>  |
| 1  | c. Describe personal physical changes over time (e.g., growing up).   |
| 1  | <b>2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)</b>  |
| 1  | a. Explain the purpose of rules and laws and why they are important in the home and classroom.  |
| 1  | b. Recognize authority figures in the home and school.  |
| 1  | c. Identify state and national symbols (e.g., Mississippi state symbols, United States flag, American eagle, historical figures, proper civic protocol, etc.). {On-going} |
| 1  | e. Discover the relationship among people, places, and environments (e.g., importance of following rules, safety, manners, etc.). {On-going}                              |
| 1  | f. Recognize responsibilities of the individual (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, etc.). {On-going} |
| 1  | <b>3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, globes, classroom maps, etc.). (C, H, G)</b>                                      |
| 1  | c. Recognize a map as a pictorial representation of reality (e.g., the classroom, city, etc.).  |
| 1  | <b>5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, G) {On-going}</b>   |
| <b>GSD SKILLS</b>                                  |   |
| SS1  | Understand vocabulary related to time, such as “long ago” or “tomorrow.”  |
| SS2  | Understand calendar time, including days, weeks and/or months. {On-going}   |
| SS3  | Recite the Pledge of Allegiance.  |
| SS4  | Identify the United States flag.  |
| SS5  | Distinguish between ‘want’ and ‘need.’  |
| SS6  | Observe his/her surroundings {For example: at home and/or school}.  |
| SS7  | Identify seasons and their characteristics.   |
| SS8  | Name/list problems that may result from absence of rules.   |
| SS9  | Recognize the characteristics common to good citizenship, such as sharing or taking turns. {On-going}   |
| SS10   | Identify examples of good citizenship. {On-going}   |
| SS11   | Understand the need for rules and the consequences of breaking those rules. {On-going}  |
| SS12   | Identify and understand safety signs common to this grade level. {On-going}   |
| SS13   | Identify various groups of people (e.g., family, class, etc.).  |



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| <b>QUARTER 2</b>  |  |
| 2                 | <b>1. Develop an understanding of <i>self/home</i> in relationship to the expanding horizon theme. (C, H)</b>                      |
| 2                 | a. Identify the student's role in his/her immediate family.  |
| 2                 | b. Recognize non-traditional families (e.g., single parent, foster, etc.).   |
| 2                 | d. Recognize varieties of family life and cultures (e.g., rural, urban, national, international [For Example: Japan])              |
| 2                 | e. Identify student responsibilities at home and school (e.g., chores, completing tasks, following directions, etc.)               |
| 2                 | <b>4. Identify the interdependence of economics (self/family). (C, G, E)</b>   |
| 2                 | a. State the needs and wants of self and family as consumers (e.g., food [need], toy [want], shelter [need], castle [want], etc.). |
| 2                 | <b>5. Integrate, connect, and apply social studies into other subject areas and everyday life (C, H, E)</b>                        |
| 2                 | b. Recognize that various cultures utilize different styles of writing (e.g., Japanese alphabet vs. English alphabet).             |
| 2                 | d. Recognize that various cultures enjoy different styles of music, art, dress, food and languages.                                |
| <b>GSD SKILLS</b> |  |
| SS14              | Identify and understand information presented on a simple family tree.   |
| SS15              | Demonstrate knowledge of holidays in countries around the world.   |
| SS16              | Use stories, songs, and celebrations to understand cultural heritage.  |
| SS17              | Develop their own family/life timeline.  |



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| <b>QUARTER 3</b>  |  |
| 3                 | <b>3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, globes, classroom maps, etc.). (C, H, G)</b> |
| 3                 | c. Recognize a map as a pictorial representation of reality (e.g., the classroom, city, etc.).                                       |
| 3                 | d. Identify cardinal directions.   |
| 3                 | <b>5. Integrate, connect, and apply social studies into other subject areas and everyday life (C, H, E)</b>                          |
| 3                 | a. Identify settings of read-aloud stories as geographic locations (e.g., <u>Grandfather's Journey</u> – Japan).                     |
| 3                 | c. Recognize that countries are different sizes and shapes (e.g., islands of Japan vs. mainland United States).                      |
| <b>GSD SKILLS</b> |  |
| SS18              | Recognize a map as a pictorial representation of reality (e.g., classroom, home, neighborhood, etc.).                                |
| SS19              | Recognize the United States on a map and/or globe.   |
| SS20              | Recognize geographical terms dealing with location, such as neighborhood, community, city, country, etc.)                            |
| SS21              | Begin to develop an understand of simple maps.   |
| SS22              | Construct simple maps of a familiar location using paper and pencils.  |
| SS23              | Identify land and water on a map and/or globe.   |
| SS24              | Identify and use a simple map legend.  |



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| <b>QUARTER 4</b>  |  |
| 4                 | <b>2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)</b>   |
| 4                 | d. Discuss waste vs. non-waste (e.g., garbage, paper, plastic, recycling, consumable, non-consumable).   |
| 4                 | <b>4. Identify the interdependence of economic (self/family). (C, H, E)</b>  |
| 4                 | b. Describe the <i>scarcity of resources</i> within the home/classroom environment (e.g., computers, etc.).  |
| 4                 | c. State the <i>scarcity of resources</i> in the classroom/home environment (e.g., pencils, paper, etc.).  |
| 4                 | d. State the <i>opportunity cost</i> of choices made in the home environment (e.g., change, watch television or play outside, etc.).                               |
| 4                 | e. State the <i>goods</i> and <i>services</i> provided by family <i>producers</i> .  |
| 4                 | f. State the division of labor within the classroom/home environment (e.g., making an art project, using an assembly line, classroom and community helpers, etc.). |
| <b>GSD SKILLS</b> |  |
| SS25              | Describe how environment affects human life.   |
| SS26              | Simulate the exchange of money for goods or services.  |
| SS27              | Identify price as the amount of money people pay for a good or service.  |