


# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020



<p><b>Topics &amp; Standards</b></p> <p><u>Quarter 1</u></p> <p>Unit 1</p>	<p><b><u>History</u></b></p> <p><b><u>Geography</u></b></p> <p><b><u>Government</u></b></p> <p>9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</p> <p>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p> <p><b><u>Economics</u></b></p>			
<b>Time Frame</b>	<b>Curriculum Units &amp; Assessment (Evidence)</b>	<b>Opportunities for Integration</b>	<b>Resources (Curriculum or Textbook)</b>	<b>Technology and Differentiated Learning</b>
<p><b>Rules and Authority Figures</b></p> <p><b>Getting Along with Others and Making Friends</b></p> <p><b>4 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Rules Help Us Get Along</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> </ul>	<p><b>Language Arts/Writing</b></p> <p>RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p>	<p>McGraw Hill</p> <p>Living, Learning and Working Together (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in</b></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020


	<ul style="list-style-type: none"> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Self-Check Quiz</li> <li>CCSS Reading Informational Text</li> <li>Words to Know</li> <li>Unit Wrap Up</li> <li>Big Idea Project</li> </ul>	<ul style="list-style-type: none"> <li>Link to Literacy</li> <li>Reading Wonders Theme</li> <li>Reading Wonders Skills</li> <li>From the Book Shelf</li> </ul>		<p><b>TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
<p><b>Being a Good Helper at School</b></p> <p><b>2 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p>	<p><b>Language Arts/Writing</b></p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>Link to Literacy</li> <li>Reading Wonders Theme</li> <li>Reading Wonders Skills</li> <li>From the Book Shelf</li> </ul>	<p>McGraw Hill Our Community and Beyond (Lesson 2-3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

	<ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>			
<p><b>Choosing Leaders</b></p> <p><b>2 weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p><u>RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><u>RI.K.8</u> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Book Shelf</li> </ul>	<p>McGraw Hill</p> <p>Our Community and Beyond (Lesson 3-4)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p><b>Topics &amp; Standards</b></p> <p style="text-align: center;"><i>Quarter 2</i></p>	<p><b><u>History</u></b></p> <ol style="list-style-type: none"> <li>1. Time can be measured</li> <li>2. Personal History can be shared through stories and pictures.</li> <li>3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.</li> <li>4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.</li> </ol> <p><b><u>Geography</u></b></p> <p><b><u>Government</u></b></p> <p><b><u>Economics</u></b></p>
--	--

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p style="text-align: center;"><b>Maps- Locations &amp; Places</b></p> <p style="text-align: center;"><b>2 Weeks</b></p>	<p style="color: red; text-align: center;"><b>UBD Framework</b></p> <p>Unit: Where We Live</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> </ul>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab</p>	<p>McGraw Hill Our Community and Beyond (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

	<ul style="list-style-type: none"> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Self-Check Quiz</li> <li>CCSS Reading Informational Text</li> <li>Words to Know</li> <li>Unit Wrap Up</li> <li>Big Idea Project</li> </ul>	<p>in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>Link to Literacy</li> <li>Reading Wonders Theme</li> <li>Reading Wonders Skills</li> <li>From the Book Shelf</li> </ul>	<p>Defined Stem</p>	<p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
<p><b>Physical Characteristics of Places</b></p> <p><b>Human Characteristics</b></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p>	<p><b>Language Arts/Writing</b></p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>Link to Literacy</li> <li>Reading Wonders Theme</li> <li>Reading Wonders Skills</li> </ul>	<p>McGraw Hill Our Community and Beyond (Lesson 2)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well</b></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<ul style="list-style-type: none"> <li>• From the Book Shelf</li> </ul>		<p>as in online resources under “Show as You Go.”</p>
<p style="text-align: center;"><b>Family Interaction with the Physical Environment</b></p> <p style="text-align: center;"><b>2 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Book Shelf</li> </ul>	<p>McGraw Hill Our Community and Beyond (Lesson 3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p style="text-align: center;"><b>Diverse Cultural Practices</b></p> <p style="text-align: center;"><u>Leveled Reader “On Top of the World”</u></p> <p style="text-align: center;"><b>2 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>RI.3:</b> Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Book Shelf</li> </ul>	<p style="text-align: center;">McGraw Hill Our Community and Beyond</p> <p style="text-align: center;"><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Leveled Reader: On Top of the World</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.DiscoveryEducation.com">www.DiscoveryEducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p style="text-align: center;"><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
---	---	--	---	--


# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p><b>Topics &amp; Standards</b></p> <p><u>Quarter 3</u></p>	<p><b><u>History</u></b></p> <p>Heritage is reflected through the arts, customs, traditions, family celebrations and language.</p> <p>Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.</p> <p><b><u>Geography</u></b></p> <p><b><u>Government</u></b></p> <p><b><u>Economics</u></b></p> <ol style="list-style-type: none"> <li>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</li> <li>12. People produce and consume goods and services in the community.</li> <li>13. People trade to obtain goods and services they want.</li> <li>14. Currency is used as a means of economic exchange.</li> </ol>
--	--

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<b>Wants and Needs</b>	<b>UBD Framework</b> Unit: _____	<b>Language Arts/Writing</b> RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	McGraw Hill	<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>



# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p><b>3 Weeks</b></p>	<p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Book Shelf</li> </ul>	<p>Our Community and Beyond (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
<p><b>People Produce and Consume Goods and Services</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Economics</p>  <p><b>Formative/Summative Assessments</b></p>	<p><b>Language Arts/Writing</b></p> <p><b>RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw</p>	<p>McGraw Hill Our Community and Beyond (Lesson 1-2)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p><b>3 Weeks</b></p>	<ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p>Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Book Shelf</li> </ul>	<p>Defined Stem</p> <p>Leveled Reader: The Apple Man: The Story of John Chapman</p>	<p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
<p><b>Trading</b></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><b>RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p>	<p>McGraw Hill Our Community and Beyond (Lesson 3-4)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020


	<ul style="list-style-type: none"> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Self-Check Quiz</li> <li>CCSS Reading Informational Text</li> <li>Words to Know</li> <li>Unit Wrap Up</li> <li>Big Idea Project</li> </ul>	<ul style="list-style-type: none"> <li>Link to Literacy</li> <li>Reading Wonders Theme</li> <li>Reading Wonders Skills</li> <li>From the Book Shelf</li> </ul>		<p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
--	--	--	--	--

<p><b><i>Topics &amp; Standards</i></b></p> <p><b><u>Quarter 4</u></b></p>	<p><b><u>History</u></b></p> <p><b><u>Geography</u></b></p> <p><b><u>Government</u></b></p> <ol style="list-style-type: none"> <li>8. Individuals are accountable for their actions.</li> <li>9. Collaboration requires group members to respect the rights and opinions of others</li> <li>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</li> </ol> <p><b><u>Economics</u></b></p>
--	---

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Good Citizens-Accountable for Actions</i></p> <p style="text-align: center;"><b>3 Weeks</b></p>	<p style="color: red;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Bookshelf</li> </ul>	<p>McGraw Hill Our Community and Beyond (Lesson 1-2) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

<p><b><i>Collaboration-Respecting the Rights of Others</i></b></p> <p><b><i>3 Weeks</i></b></p>	<p><b>UBD Framework</b> Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>Language Arts/Writing</b></p> <p>RI.1: Ask and answer questions about key details in a text. RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Bookshelf</li> </ul>	<p>McGraw Hill Our Community and Beyond (Lesson 2-3) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.educationworld.com">www.educationworld.com</a> <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b></p>
<p><b><i>Rules and Laws</i></b></p> <p><b><i>3 Weeks</i></b></p>	<p><b>UBD Framework</b> Unit: Government</p> 	<p>RI.1: Ask and answer questions about key details in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21<sup>st</sup> Century Reading Skills Connection” Tab</p>	<p>McGraw Hill Our Community and Beyond (Lesson 3-4) <i>Be sure you use the Resources Tab for</i></p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a></p>

# Kindergarten Social Studies Mapping/Pacing Guide 2019-2020

	<p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p>in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> <li>• Link to Literacy</li> <li>• Reading Wonders Theme</li> <li>• Reading Wonders Skills</li> <li>• From the Bookshelf</li> </ul>	<p><i>songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>(games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
--	--	--	--	---