



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

### ***Kindergarten - Children as Citizens***

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

District Resources:



Ready GEN



World book

## Kindergarten Science Pacing Guide Glendale Elementary School District 2020-2021

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	<i>E1: A financially literate individual understands how to manage income, spending, and investment.</i>	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	<i>E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	<i>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i>	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
<i>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i>	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	<i>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i>	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

### The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

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- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

**Year-Long Standards Overview**

<b>Year-Long Standards</b>			
K.H4.1 Explain and explore origins of key American symbols, traditions and holidays. <i>Align with calendar holidays.</i>			
K.H4.2 Explore the stories of key historical figures through informational text and biographies.			
<b>Year Snapshot -Units by Quarters</b>			
<b>QUARTER 1</b> <b><u>My Classroom is a Community</u></b>	<b>QUARTER 2</b> <b><u>Needs and Wants</u></b>	<b>QUARTER 3</b> <b><u>Cultures</u></b>	<b>QUARTER 4</b> <b><u>Asking Questions</u></b>
K.C1.1	K.E2.1	K.H1.1	K.SP1.1
K.C1.2	K.E2.2	K.H2.1	K.SP1.2
K.C1.3			K.SP1.3
K.C2.1	<b><u>Maps</u></b>		K.SP2.1
K.C2.2	K.G1.1		K.SP3.1
K.C4.1	K.G1.2		
K.C4.2	K.G2.1		

**History and Social Sciences and English Language Arts Crosswalk**

<b>Standard</b>	<b>ELA</b>	<b>ELP Standard</b>	<b>Rationale</b>
K.SP1.1, K.SP1.3	K.RL.1	Standard 1	Use of historical stories.
K.SP1.1, K.SP1.2	K.RL.2		
K.SP1.3, K.H4.2, K.G1.1, K.G1.2	K.RL.3		Use of historical stories. Use maps to explore locations and settings in stories.
	K.RL.4	Standard 2	
	K.RL.5, K.RL.6		
K.SP2.1, K.G1.1, K.G1.2	K.RL.7	Standard 1	Use maps along with illustrations in texts.
K.H4.1, K.H4.2	K.RL.9		Use American stories and origins to compare and contrast.
K.SP3.1, K.C1.2	K.RL.10		Construct responses to grade-level content.
K.SP1.1	K.RI.1	Standard 1	
K.SP.1.1, K.SP1.2	K.RI.2		
K.SP1.3, K.C2.1	K.RI.3		Compare roles and responsibilities of people in authority
K.SP1.1, K.SP1.2, K.SP1.3	K.RI.4	Standard 2	Use geography, history, civics stories to ask questions about unknown vocabulary in informational texts. Identify the author and illustrator of texts read in class.
	K.RI.5, K.RI.6		
K.SP2.1, K.G1.1, K.G1.2	K.RI.7	Standard 1	Use maps along with illustrations in texts.
K.SP1.3	K.RI.8	Standard 8	Use social studies stories to identify supporting reasons in a text.
K.H1.1	K.RI.9		Use stories of other cultures to compare to student cultures

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K.SP3.1, K.C1.2	K.RI.10		Construct responses to grade-level content.
K.C1.1, K.C1.2, K.C1.3, K.C2.1, K.C2.2, K.C4.1, K.C4.2, K.E2.1, K.E2.2, K.G2.1, K.H1.1, K.H2.1, K.H4.1	K.W.1, K.W.2 K.W.3, K.W.4 K.W.5, K.W.6 K.W.7, K.W.8		Use civics to write classroom rules. Use economics to write/draw/dictate needs and wants and what students give up when they make choices. Use geography to write/draw/dictate water and weather and its impact on humans. Use history to write/draw/dictate culture, compromise, American symbols/traditions/holidays.
K.C1.1, K.C1.2, K.C1.3, K.H1.1,	K.SL.1	Standard 6	
	K.SL.2	Standards 1,2	
K.H1.2	K.SL.3	Standard 8	Use civics standards to have conversations about topics creating a positive classroom environment with norms for proper classroom behavior. Use history to discuss differences in student cultures.
K.C2.1, K.C2.2, K.C4.1, K.C4.2, K.H4.1, K.H4.2	K.SL.4	Standards 3, 7, 9	Use civics to discuss the roles and responsibilities of school personnel and community members, discuss how people at school all work together. Use history to present American symbols/traditions/holidays and present the stories of key historical figures.
	K.SL.5	Standard 3	
	K.SL.6	Standards 5, 9	
	K.L.1	Standard 10	
	K.L.2	Standard 3	
	K.L.5	Standard 2	
	K.L.6	Standard 4,5	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit Title: My Classroom is a Community</b>			
<p><b>Civic virtues and democratic principles are key components of the American political system.</b>                      K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.                      K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.                      K.C1.3 Compare one's own thoughts and opinions with those of others.</p> <p><b>Citizens have individual rights, roles, and responsibilities.</b>                      K.C2.1 Describe roles and responsibilities of people in authority.                      • Such as school personnel, family members, and community members.                      K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.</p> <p><b>Process, rules, and laws direct how individuals are governed and how society addresses problems.</b>                      K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.                      K.C4.2 Explain why rules are important within the classroom and school.</p>	<ul style="list-style-type: none"> <li>● I can tell how I can be respectful, equal, and fair in my school and community.</li> <li>● I can follow the rules of working in a group.</li> <li>● I can work with others even if we think different</li> <li>● I can tell the jobs of leaders</li> <li>● I can tell how all people make a difference in the world.</li> <li>● I can tell how people work together to solve problems.</li> <li>● I can tell you why following rules is important.</li> </ul>	respect responsibility equality fairness community rules thoughts opinions group roles responsibilities authority leaders difference identify solve problems classroom school rules	<p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> <li>● Unit 1 Module A and B</li> <li>● Unit 2 Module A</li> </ul> <p><i>ReadyGEN Leveled eText Library:</i></p> <ul style="list-style-type: none"> <li>● Unit 4, Many Kinds of Homes</li> <li>● Unit 4, House of Wood, House of Snow</li> <li>● Unit 4, Homes Around the World</li> <li>● Unit 4, Happy Birthday!</li> <li>● Unit 6, My Town</li> <li>● Unit 6, Farm or City</li> <li>● Unit 6, The Country and the City</li> </ul> <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Community</a></li> <li>● <a href="#">Community Workers</a> <ul style="list-style-type: none"> <li>○ <a href="#">Police Officer</a></li> <li>○ <a href="#">Teachers</a></li> </ul> </li> <li>● <a href="#">Neighborhood</a></li> <li>● <a href="#">Class Map</a></li> <li>● <a href="#">Community Pictures and Media</a></li> </ul> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> <li>● People &amp; Places: City Call, Police Station, Fire department, Judges</li> <li>● No, David!, David Shannon</li> <li>● David at School, David Shannon</li> <li>● "A Community of People," ReadWorks</li> <li>● The Recess Queen, Alexis O'Neill</li> <li>● "Jon Follows School Rules," ReadWorks</li> <li>● "Who is a Good Citizen at School?" ReadWorks</li> </ul>

Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit Title: Needs and Wants</b>			
<p><b>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</b>                      K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.                      K.E2.2 Identify what one gains and gives up when they make choices.</p>	<ul style="list-style-type: none"> <li>I can tell how the needs of resources affect how we decide things.</li> <li>I can tell how the wants of resources affect how we decide things.</li> <li>I can tell how the availability of resources affect how we decide things.</li> <li>I can tell what happens when I make a choice.</li> </ul>	needs wants availability resources decision making choices	<p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> <li>Unit 2 Module B</li> <li>Unit 3 Module A and B</li> </ul> <p><i>World Book Links</i></p> <ul style="list-style-type: none"> <li><a href="#">Sleep</a></li> <li><a href="#">Nutrition</a></li> </ul> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> <li>“A Hurricane is a Big Storm,” ReadWorks</li> <li>Me on the Map, Joan Sweeny</li> <li>Where do I live?, Neil Chesnow</li> <li>Berenstain Bears Get the Gimmies, Stan and Jan Berenstain</li> <li>Ant and Grasshopper Finance in the Classroom</li> <li>“Ant and Grasshopper,” Readworks</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Unit Title: Maps</b>			
<p><b>The use of geographic representations and tools help individuals understand their world.</b>                      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.G1.2 Explore locations in stories shared.</p> <p><b>Human-environment interactions are essential aspects of human life in all societies.</b>                      K.G2.1 Explain how water and weather impacts humans.</p>	<ul style="list-style-type: none"> <li>I can use maps, graphs and globes.</li> <li>I can make maps, graphs and globes.</li> <li>I can tell the locations of the stories I read.</li> <li>I can explain how water affects people.</li> <li>I can explain how weather affects people.</li> </ul>	maps graphs globes locations water weather impact humans	<p><i>WorldBook Links:</i></p> <ul style="list-style-type: none"> <li><a href="#">Maps; Maps and More</a></li> <li><a href="#">Compass</a></li> <li><a href="#">Globe</a></li> <li><a href="#">Climate</a></li> <li><a href="#">Weather</a></li> <li><a href="#">Graph; Types of Graphs</a></li> </ul> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> <li>Can You Read a Map, Rozanne Lanczak Williams</li> <li>Maps, Maps, Maps, Joan Chapman Rosen</li> <li>My Map Book, Sara Fanelli</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">Maps</a></li> </ul> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>• Make their own weather show</li> <li>• Make maps of classroom and neighborhood</li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Quarter 3</b>			
<b>AZ State Standards</b>	<b>Background Information and Learning Targets</b>	<b>Vocabulary</b>	<b>Curricular Resources</b>
<b>Unit Title: Cultures</b>			
<p><b>The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.</b> K.H1.1 Compare one’s own culture with the culture of others.</p> <ul style="list-style-type: none"> <li>• Key cultures include those in the classroom, community, and one of Arizona’s 22 Indian Nations.</li> </ul> <p><b>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</b> K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.</p> <p><b>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</b> K.H4.1 Explain and explore origins of key American symbols, traditions and holidays.</p> <ul style="list-style-type: none"> <li>• Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.</li> <li>• Key traditions include but are not limited to the Pledge of Allegiance and National Anthem.</li> <li>• Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day,</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how my own culture and other peoples are the same and different.</li> <li>• I can tell how working together is a good way to solve problems.</li> <li>• I can tell where American symbols come from and what they stand for.</li> <li>• I can use informational texts and biographies to learn about historical figures.</li> </ul>	<p>culture same different classroom community Native American nations cooperation compromise solve problems American symbols traditions holidays American Flag bald eagle Statue of Liberty Mount Rushmore Pledge of Allegiance National Anthem Thanksgiving Presidents Day Martin Luther King Jr. Fourth of July Constitution Day historical figures biographies informational text</p>	<p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> <li>• Unit 4 Module A and B</li> <li>• Unit 5 Module A</li> </ul> <p><i>ReadyGEN Leveled eText Readers:</i></p> <ul style="list-style-type: none"> <li>• Unit 2, Old and New</li> <li>• Unit 2, The Way Things Were</li> <li>• Unit 2, What Can You Do?</li> <li>• Unit 2, Fun with Gram</li> </ul> <p><i>World Book Links</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Navajo</a></li> <li>• <a href="#">Apache</a></li> <li>• <a href="#">Pima</a></li> <li>• <a href="#">Hopi</a></li> <li>• <a href="#">Zuni</a></li> <li>• <a href="#">American Flag and Great Seal</a></li> <li>• <a href="#">Statue of Liberty</a></li> <li>• <a href="#">Mount Rushmore</a></li> <li>• <a href="#">Bald Eagle</a></li> <li>• <a href="#">Pledge of Allegiance</a></li> <li>• <a href="#">National Anthem; Star Spangled Banner</a></li> <li>• <a href="#">Columbus Day</a></li> <li>• <a href="#">Thanksgiving</a></li> <li>• <a href="#">Presidents’ Day</a></li> <li>• <a href="#">Martin Luther King Jr.; I Have a Dream</a></li> </ul>

<p>Martin Luther King Jr. Day, Fourth of July, and Constitution Day.</p>			<ul style="list-style-type: none"> <li>• <a href="#">Independence Day</a> (4th of July)</li> <li>• <a href="#">Constitution Day</a></li> </ul> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> <li>• Heard Museum</li> <li>• Presidents: <a href="http://bit.ly/2UxcPWN">http://bit.ly/2UxcPWN</a></li> <li>• Comparing cultures: <a href="http://bit.ly/2IfOEFK">http://bit.ly/2IfOEFK</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
<b>Quarter 4</b>			
<b>AZ State Standards</b>	<b>Background Information and Learning Targets</b>	<b>Vocabulary</b>	<b>Curricular Resources</b>
<b>Unit Title: Asking Questions</b>			
<p><b>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</b></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><b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</b></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>	<ul style="list-style-type: none"> <li>• I can tell the beginning, middle and end of a historical story.</li> <li>• I can use words to reference time.</li> <li>• I can tell how past events affect my life and community now.</li> <li>• I can ask questions about historical stories.</li> <li>• I can compare cultures using sources</li> <li>• I can ask questions about the things I am learning.</li> </ul>	<p>beginning middle end historical past present future predict community diverse cultures primary sources secondary sources photographs artifacts fiction non-fiction questions responses</p>	<p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> <li>• Unit 5 Module B</li> <li>• Unit 6 Module A and B</li> </ul> <p><i>World Book Links</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Time line</a></li> <li>• <a href="#">Black History Month</a></li> <li>• <a href="#">Women's History Month</a></li> <li>• <a href="#">Museum</a></li> </ul> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> <li>• MIM Museum</li> <li>• Heard Museum</li> <li>• Culture: <a href="http://bit.ly/2KcnqCP">http://bit.ly/2KcnqCP</a></li> <li>• <a href="#">History of Water in AZ</a></li> </ul> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>• Family visits/presentations and talking about cultures (VIP: Very important person)</li> <li>• Culture Quilt: Each student represent a quilt</li> </ul>

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<p><b>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</b> K.SP3.1 With prompting and support, ask questions and construct responses to content studied</p>			<p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>
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