

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

**Marking Period: 1st Nine Weeks**

**Days: (5 days 1st Nine Weeks-a), (10 days 2nd 9 weeks-a,b), (15 days 3rd Nine Weeks-a,b), (5 days 4th Nine Weeks-b)**

**Reporting Category/Strand: History**

<p><b>SOL HK.1 (a)</b></p>	<p><b>The student will recognize that history describes events and people of other times and places by</b></p> <p>a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, &amp; Abraham Lincoln.</p> <p>b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day and Independence Day (Fourth of July).</p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Essential Knowledge</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• long ago, past, present</li> <li>• real, make-believe</li> <li>• history: Events that have already happened</li> </ul> <p><b>People to know</b></p> <ul style="list-style-type: none"> <li>• Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.</li> <li>• Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father's people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians.</li> <li>• George Washington: He was the first president of the United States and is often called the "Father of Our Country."</li> <li>• Betsy Ross: She is believed to have sewn one of the first flags for our country.</li> <li>• Abraham Lincoln: He was a United States president and is often called "Honest Abe."</li> </ul> <p><b>Holidays to know</b></p> <ul style="list-style-type: none"> <li>• Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

**KG Social Studies Curriculum Guide**  
**Lunenburg County Public Schools**  
**2014 - 15**

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Use information from print and non-print sources.</li> <li>*Separate fact from fiction.</li> <li>*Identify primary ideas expressed in data.</li> <li>*Use a calendar</li> <li>*Understanding History relates events that have already happened.</li> <li>*History teaches us about the interesting lives of people long ago.</li> <li>*We celebrate holidays to remember people and events of long ago.</li> </ul>
<p><b>Essential Questions</b></p>	<p><b>Essential Questions</b></p> <p>What can we learn about people and events from long ago? Who are the people that we remember on these holidays? Why do we celebrate these holidays?</p>
<p><b>Primary Resources</b></p>	<p><b><u>Lesson Plans</u></b></p> <p><a href="#"><u>Famous People Instructional Strategies</u></a>  <a href="#"><u>VDOE: Enhanced Scope and Sequence</u></a></p> <p><b><u>Interactive websites</u></b></p> <p><a href="#"><u>Kindergarten Presidents Virtual Museum</u></a></p> <p><b><u>Videos</u></b></p> <p><a href="#"><u>President Abraham Lincoln</u></a>  <a href="#"><u>President George Washington</u></a>  <a href="#"><u>Martin Luther King Jr.</u></a>  <a href="#"><u>Martin's Big Words Discovery Ed</u></a>  <a href="#"><u>US Celebrations Discovery Ed</u></a>  <a href="#"><u>Animated Hero Classics: Pocahontas Discovery Ed</u></a></p> <p><b><u>Literature Correlation</u></b></p> <p><a href="#"><u>VDOE: K-5 Literature Correlation</u></a></p> <p><b><u>Classroom materials</u></b></p> <p><a href="#"><u>George Washington Paper Plate Craft</u></a>  <a href="#"><u>Abraham Lincoln Craft</u></a>  <a href="#"><u>Teepee Craft Design</u></a></p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

<b>Essential Vocabulary</b>	past, present, holiday
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**Marking Period: 1st Nine Weeks**

**Days: (7 days 1st Nine Weeks), (10 days 2nd Nine Weeks), (10 days 3rd Nine Weeks), (10 days 4th Nine Weeks)**

**Reporting Category/Strand: History**

<b>SOL HK.2</b>	<b>The student will describe everyday life in the present and in the past and begin to recognize that things change over time.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Knowledge</b>  <b>Terms to know :</b>  <ul style="list-style-type: none"> <li>• <b>past:</b> Something that has already happened.</li> <li>• <b>present:</b> What is happening now?</li> </ul>   <ul style="list-style-type: none"> <li>*Information about life in the past is gained through the study of</li> <li>*Thanksgiving and the stories of Powhatan, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.</li> <li>*Descriptions of life in the past and present can be shared by families through pictures and stories.</li> </ul>   <b>Skills</b>  <ul style="list-style-type: none"> <li>*Collect information from print and nonprint sources.</li> <li>*Gather and classify information.</li> <li>*Compare information.</li> <li>*Describe a picture.</li> </ul>   <b>Understandings</b>  <ul style="list-style-type: none"> <li>*Everyday life today is different from everyday life long ago.</li> <li>*Stories and families can describe events from the past.</li> </ul> </p>
<b>Essential Questions</b>	How is everyday life today different from everyday life long ago?
<b>Primary Resources</b>	<u><b>Lesson Plans</b></u>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p><u>Interactive websites</u></p> <p><u>Videos</u></p> <p><u>Literature Correlation</u> <a href="#">VDOE: K-5 Literature Correlation</a></p> <p><u>Classroom materials</u></p>
Essential Vocabulary	past, present

**Marking Period: 1st Nine Weeks**

**Days: (10 days 1st Nine Weeks), (3 days 2nd Nine Weeks), (5 days 3rd Nine Weeks)**

**Reporting Category/Strand: Geography**

SOL HK.3	<b>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.</b>
Essential Knowledge/Skills/Understandings	<p><b>Knowledge</b> Terms to know</p> <ul style="list-style-type: none"> <li>• near, far</li> <li>• above, below</li> <li>• left, right</li> <li>• behind, in front of</li> </ul> <p>These words are used daily to describe where people, places, and things are located.</p> <p><b>Skills</b> *Describe the location of people, places, and things, using positional words. *Develop beginning map skills through the manipulation of objects. *Develop fluency in the use of directional words.</p> <p><b>Understandings</b></p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p>*The location of people, places, and things can be described in terms of their relationship to other people, places, and things. *There are certain words that help us describe where people, places, and things are located.</p>
<b>Essential Questions</b>	*What words are used to describe the location of people, places, and things?
<b>Primary Resources</b>	<p><b>Lesson Plans</b></p> <p><u><a href="#">Interactive websites</a></u></p> <p><u><a href="#">Videos</a></u> <u><a href="#">Literature Correlation</a></u> <u><a href="#">VDOE: K-5 Literature Correlation</a></u></p> <p><u><a href="#">VDOE: K-5 Literature Correlation</a></u></p> <p><u><a href="#">Classroom materials</a></u></p>
<b>Essential Vocabulary</b>	location

**Marking Period: 1st Nine Weeks**

**Days: (10 days 1st Nine Weeks), (ongoing 2nd-4th Nine Weeks)**

**Reporting Category/Strand: Civics**

<b>SOL HK.8 (a-g)</b>	<p>The student will demonstrate that being a good citizen involves</p> <p>a) taking turns and sharing;</p> <p>b) taking responsibility for certain classroom chores;</p> <p>c) taking care of personal belongings and respecting what belongs to others;</p> <p>d) following rules and understanding th</p>
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**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p><b>e consequence of breaking rules;</b></p> <p><b>e) practicing honesty, self-control, and kindness to others;</b></p> <p><b>f) participating in decision making in the classroom;</b></p> <p><b>g) participating successfully in group settings.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Knowledge</b> Terms to know</p> <ul style="list-style-type: none"> <li>• community: A place where people live Examples of being a good citizen</li> <li>• Taking turns</li> <li>• Sharing</li> <li>• Completing classroom chores</li> <li>• Taking care of one’s things</li> <li>• Respecting what belongs to others</li> <li>• Being honest</li> <li>• Practicing self-control</li> <li>• Being kind to others</li> <li>• Participating in making classroom decisions</li> <li>• Working well with classmates in groups</li> </ul> <p><b>Skills</b> *Explain cause-and-effect relationships. *Participate in groups and democratic society.</p> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>*Good citizens are involved in their homes, schools, and communities.</li> <li>* Good citizens take responsibility for their own actions.</li> <li>*Good citizens participate in making decisions in the classroom.</li> <li>* Good citizens work well with their classmates in groups.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>*In what ways are good citizens involved in their homes, schools, and communities?</li> <li>*What actions show examples of being a good citizen at school?</li> <li>*What are examples of rules? What are the consequences of breaking rules?</li> <li>*What are ways to be good citizens when working with classmates in groups.</li> </ul>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

<b>Primary Resources</b>	<p><b><u>Lesson Plans</u></b></p> <p><b><u>Interactive websites</u></b></p> <p><b><u>Videos</u></b></p> <p><b><u>Literature Correlation</u></b>  <a href="#">VDOE: K-5 Literature Correlation</a></p> <p><a href="#">VDOE: K-5 Literature Correlation</a></p> <p><b><u>Classroom materials</u></b></p>
<b>Essential Vocabulary</b>	citizen, community, responsibility

**Marking Period: 1st Nine Weeks**

**Days: (10 days 1st Nine Weeks), (ongoing 2nd-4th Nine Weeks)**

**Reporting Category/Strand: Civics**

<b>SOL HK.9</b>	<b>The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Knowledge</b>          *The American flag has white stars on a blue rectangle, and it also has red and white stripes.          *The pledge to the American flag is called the Pledge of Allegiance.          *The president is the leader of the United States.</p> <p><b>Skills</b>          Participate in groups and democratic society.</p> <p><b>Understandings</b>          *The United States has a national flag.</p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p>*The United States has a national pledge to the flag. * The United States has a leader, who is called the president.</p>
<b>Essential Questions</b>	<p>*What does the American flag look like? *What is the name of the pledge to the American flag? *What is the name given to the leader of the United States?</p>
<b>Primary Resources</b>	<p><b><u>Lesson Plans</u></b></p> <p><b><u>Interactive websites</u></b></p> <p><b><u>Videos</u></b></p> <p><b><u>Literature Correlation</u></b> <a href="#">VDOE: K-5 Literature Correlation</a></p> <p><b><u>VDOE: K-5 Literature Correlation</u></b></p> <p><b><u>Classroom materials</u></b></p>
<b>Essential Vocabulary</b>	symbol, pledge, leader

**Marking Period: 2nd Nine Weeks**

**Days: (10 days 2nd Nine Weeks, a-c), (5 days 3rd Nine Weeks, a-c)**

**Reporting Category/Strand:**

<b>SOL HK.4 (a-c)</b>	<p><b>The student will use simple maps and globes to</b></p> <p><b>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></p> <p><b>b) describe places referenced in stories and real-life situations;</b></p> <p><b>c) locate land and water features.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Knowledge</b>



**KG Social Studies Curriculum Guide**  
**Lunenburg County Public Schools**  
**2014 - 15**

	<p>Terms to know</p> <ul style="list-style-type: none"> <li>• map: A drawing that shows what a place looks like from</li> <li>*globe: A round model of the Earth</li> <li>• model: Something that stands for something else</li> </ul> <p>*Maps or globes can show the location of places referenced in stories and real-life situations.          *Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.          *Land and water features on maps and globes are shown by different colors.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Identify and locate features on maps and globes.</li> <li>*Use resource materials.</li> <li>*Differentiate colored symbols on maps and globes .</li> </ul> <p><b>Understandings</b></p> <ul style="list-style-type: none"> <li>*Maps and globes represent the Earth.</li> <li>*The location of places referenced in stories and real-life situations can be shown on maps and globes.</li> <li>*Land and water features can be found on maps and globes.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>*What can be used to show a model of the Earth?</li> <li>* How can maps be used to locate areas referenced in stories and real life?</li> <li>*How are land and water features shown on maps and globes?</li> </ul>
<p><b>Primary Resources</b></p>	<p><b><u>Lesson Plans</u></b></p> <p><b><u>Interactive websites</u></b></p> <p><b><u>Videos</u></b></p> <p><b><u>Literature Correlation</u></b>  <a href="#">VDOE: K-5 Literature Correlation</a></p> <p><b><u>VDOE: K-5 Literature Correlation</u></b></p> <p><b><u>Classroom materials</u></b></p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

<b>Essential Vocabulary</b>	map, globe, model

**Marking Period: 2nd Nine Weeks**

**Days: (5 days 2nd Nine Weeks, a-c), (7 days 3rd Nine Weeks, a-c)**

**Reporting Category/Strand: Geography**

<b>SOL HK.5 (a-c)</b>	<p><b>The student will develop an awareness that maps and globes</b></p> <p>a) show a view from above;</p> <p>b) show things in smaller size;</p> <p>c) show the position of objects.</p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Knowledge</b> Basic concepts about maps and globes</p> <ul style="list-style-type: none"> <li>• They show a view from above.</li> <li>• They show things and objects as they are, only smaller.</li> <li>• They show the position and/or location of things and objects.</li> </ul> <p><b>Skills</b> *Develop concepts of space by actively exploring the environment. *Develop beginning map skills through manipulation of objects. *Use maps of familiar objects or areas.</p> <p><b>Understanding</b> *Basic map concepts will help students use maps and globes.</p>
<b>Essential Questions</b>	Why are maps and globes important?
<b>Primary Resources</b>	<p><u><b>Lesson Plans</b></u></p> <p><u><b>Interactive websites</b></u></p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p><u>Videos</u></p> <p><u>Literature Correlation</u></p> <p><a href="#">VDOE: K-5 Literature Correlation</a></p> <p><u>VDOE: K-5 Literature Correlation</u></p> <p><u>Classroom materials</u></p>
Essential Vocabulary	map

**Marking Period: 2nd Nine Weeks**

**Days: (5 days, 2nd Nine Weeks-a), (10 days, 4th Nine Weeks-a,b)**

**Reporting Category/Strand: Economics**

SOL HK.7 (a)	<p><b>The student will</b></p> <p>a) recognize that people make choices because they cannot have everything they want;</p> <p>b) explain that people work to earn money to buy the things they want.</p>
Essential Knowledge/Skills/Understandings	<p><b>Knowledge</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• <b>choice:</b> Choosing among two or more things</li> <li>• <b>wants:</b> Things people would like to have: Includes the basic needs—food, clothing, and shelter.</li> <li>• <b>money:</b> What people use to buy the things they want. Paper bills and coins are examples of money.</li> </ul> <p>*When people cannot have everything they want, they must choose something and give up something else.</p> <p><b>Skills</b></p> <p>*Gather and classify information.</p>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p>*Explain simple charts.</p> <p><b>Understanding</b>          *People cannot have everything they want.          * People have to make choices about things they want.          * People work to earn money and use it to buy the things they want.</p>
<b>Essential Questions</b>	<p>*Why do people have to make choices?          *How do people earn money to buy the things they want?</p>
<b>Primary Resources</b>	<p><b><u>Lesson Plans</u></b></p> <p><b><u>Interactive websites</u></b></p> <p><b><u>Videos</u></b></p> <p><b><u>Literature Correlation</u></b>  <a href="#">VDOE: K-5 Literature Correlation</a></p> <p><b><u>Classroom materials</u></b></p>
<b>Essential Vocabulary</b>	choices, needs, wants

**Marking Period: 4th Nine Weeks**  
**Days: (10 days, 1st Nine Weeks)**  
**Reporting Category/Strand: Economics**

<b>SOL HK.6</b>	<b>The student will match simple descriptions of work that people do with the names of those jobs.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Knowledge</b>

**KG Social Studies Curriculum Guide  
Lunenburg County Public Schools  
2014 - 15**

	<p>Examples of jobs</p> <ul style="list-style-type: none"> <li>• Doctors are people who take care of other people when they are sick.</li> <li>• Builders are people who build houses and other buildings.</li> <li>• Teachers are people who help students learn.</li> <li>• Cooks are people who prepare meals.</li> <li>• Farmers are people who grow crops and raise animals.</li> <li>• Firefighters are people who put out fires.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Gather and classify information.</li> <li>*Use and explain simple charts.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>*People work at many jobs.</li> </ul>
<b>Essential Questions</b>	What are examples of jobs?
<b>Primary Resources</b>	<p><b><u>Lesson Plans</u></b></p> <p><b><u>Interactive websites</u></b></p> <p><b><u>Videos</u></b></p> <p><b><u>Literature Correlation</u></b></p> <p><a href="#">VDOE: K-5 Literature Correlation</a></p> <p><b><u>Classroom materials</u></b></p>
<b>Essential Vocabulary</b>	jobs