



Kindergarten Science and Social Studies Year At-A-Glance

Science Theme: Using My Senses to Understand My World | Students use their senses to make observations in the characteristics of their natural world.

Social Studies Theme: Community | Students are introduced to basic history and social science skills through a focus on the local community.

<u>Quarter 1</u>	<u>SOCIAL STUDIES</u> Unit 1: Good Citizenship (about 15 days)	<u>SCIENCE</u> Unit 1: My Senses and Physical Properties (about 15 days)	<u>SCIENCE</u> Unit 2: Light and Shadows (about 10 days)	<u>SOCIAL STUDIES</u> Begin Unit 2: Patriotism (about 10 days)
<u>Quarter 2</u>	<u>SOCIAL STUDIES</u> Complete Unit 2: Patriotism (about 5 days)	<u>SCIENCE</u> Unit 3: Earth's Patterns (about 10 days)	<u>SOCIAL STUDIES</u> Unit 3: Economics (about 15 days)	<u>SCIENCE</u> Begin Unit 4: Properties and Importance of Water (about 9 days)
<u>Quarter 3</u>	<u>SCIENCE</u> Complete Unit 4: Properties and Importance of Water (about 5 days)	<u>SOCIAL STUDIES</u> Unit 4: Geography (about 18 days)	<u>SCIENCE</u> Unit 5: Living and Nonliving Things (about 22 days)	
<u>Quarter 4</u>	<u>SCIENCE</u> Unit 6: Earth's Resources (about 12 days)	<u>SOCIAL STUDIES</u> Unit 5: History: Community and Change Over Time (about 18 days)	<u>SCIENCE</u> Unit 7: Changes Over Time (about 5 days)	<u>SCIENCE</u> Unit 8: Contact Forces – Push and Pull (about 11 days)

Unit guides will be released prior to the start of each quarter.

Note:  Science and Engineering Practices (SEPs), SOL 1.1a-f, and Social Studies essential skills, SOL 1.1a-j, should be embedded throughout the year rather than taught in isolation.

Quarter 1: August 19 – October 31 (50 days)

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<p><u>SOCIAL STUDIES</u> <u>Unit 1: Good Citizenship</u></p>	about 15 days	<p>K.10 The student will demonstrate that being a good citizen involves</p> <ul style="list-style-type: none"> 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; f) participating in decision making in the classroom; and g) participating successfully in group settings.
	<p><u>SCIENCE</u> <u>Unit 1: My Senses and Physical Properties</u></p>	about 15 days	<p>K.5 The student will investigate and understand that senses allow humans to seek, find, take in, and react or respond to different information. Key ideas include</p> <ul style="list-style-type: none"> a) the five basic senses correspond to specific human body structures; and b) senses are used in our daily lives. <p>K.3 The student will investigate and understand that physical properties of an object can be described. Properties include a) colors; b) shapes and forms; c) textures and feel; and d) relative sizes and weights of objects.</p>
	<p><u>SCIENCE</u> <u>Unit 2: Light and Shadows</u></p>	about 10 days	<p>K.8 The student will investigate and understand that light influences temperature on Earth's surfaces and can cause shadows. Key ideas include</p> <ul style="list-style-type: none"> a) the sun provides light and warms Earth's surface; b) shadows can be produced when sunlight or artificial light is blocked by an object; and c) objects in shadows and objects in sunlight have different temperatures.
	<p><u>SOCIAL STUDIES</u> <u>Begin Unit 2: Patriotism</u></p>	about 10 days	<p>K.11 The student will develop an understanding of how communities express patriotism through events and symbols by</p> <ul style="list-style-type: none"> a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr. Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).

Quarter 2: November 6 – January 17 (39 Days)

Quarter 2 Unit Guides will be released on October 16, 2024

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<p><u>SOCIAL STUDIES</u> <u>Complete Unit 2: Patriotism</u></p>	about 5 days	<p>K.11 The student will develop an understanding of how communities express patriotism through events and symbols by</p> <ul style="list-style-type: none"> a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr. Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).
	<p><u>SCIENCE</u> <u>Unit 3: Earth's Patterns</u></p>	about 10 days	<p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include</p> <ul style="list-style-type: none"> a) daily weather; b) seasonal changes; and c) day and night.
	<p><u>SOCIAL STUDIES</u> <u>Unit 3: Economics</u></p>	about 15 days	<p>K.8 The student will match simple descriptions of work that people do with the names of those jobs.</p> <p>K.9 The student will</p> <ul style="list-style-type: none"> a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want.
	<p><u>SCIENCE</u> <u>Begin Unit 4: Properties and Importance of Water</u></p>	about 9 days	<p>K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include</p> <ul style="list-style-type: none"> a) water has many uses; b) water can be found in many places; c) water occurs in different places; and d) water flows downhill.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<p>SCIENCE Complete <u>Unit 4: Properties and Importance of Water</u></p>	about 5 days	<p>K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include</p> <ul style="list-style-type: none"> e) water has many uses; f) water can be found in many places; g) water occurs in different places; and h) water flows downhill.
	<p>SOCIAL STUDIES <u>Unit 4: Geography</u></p>	about 18 days	<p>K.4 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.</p> <p>K.5 The student will use simple maps and globes to</p> <ul style="list-style-type: none"> 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 Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area. <p>K.6 The student will develop an awareness that maps and globes</p> <ul style="list-style-type: none"> a) show a view from above; b) show things in smaller size; and c) show the position of objects. <p>K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>
	<p>SCIENCE <u>Unit 5: Living and Nonliving Things</u></p>	about 22 days	<p>K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include</p> <ul style="list-style-type: none"> a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects. <p>K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include</p> <ul style="list-style-type: none"> a) living things need adequate food, water, shelter, air, and space to survive; b) plants and animals have life cycles; and c) offspring of plants and animals are similar but not identical to their parents or to one another. <p><i>Please note that the living aspects of K.10 (change over time) are embedded in this unit.</i></p>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<p>SCIENCE <u>Unit 6: Earth's Resources</u></p>	about 12 days	<p>K.11 The student will investigate and understand that humans use resources. Key ideas include</p> <ul style="list-style-type: none"> a) some materials and objects can be used over and over again; b) materials can be recycled; and c) choices we make impact the air, water, land, and living things.
	<p>SOCIAL STUDIES <u>Unit 5: History: Community and Change Over Time</u></p>	about 18 days	<p>K.2 The student will recognize that history describes events and people from other times and places by</p> <ul style="list-style-type: none"> a) identifying examples of historical events, stories, and legends that describe the development of the local community; and b) identifying people who helped establish and lead the local community over time. <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time.</p>
	<p>SCIENCE <u>Unit 7: Changes Over Times</u></p>	about 5 days	<p>K.10 The student will investigate and understand change occurs over time. Key ideas include</p> <ul style="list-style-type: none"> a) natural and human-made things change over time; b) living and nonliving things change over time; c) changes can be observed and measured; and d) changes may be fast or slow. <p><i>Please note that these standards are also embedded in unit five, and builds on unit one's study of physical properties. This is a summary unit of that study throughout the year.</i></p>
	<p>SCIENCE <u>Unit 8: Contact Forces – Push and Pull</u></p>	about 11 days	<p>K.2 The student will investigate and understand that pushes and pulls affect the motion of objects. Key ideas include</p> <ul style="list-style-type: none"> a) pushes and pulls can cause an object to move; b) pushes and pulls can change the direction of an object; and c) changes in motion are related to the strength of the push or pull.