



# 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.

<b><u>Quarter 1</u></b>	<b><u>SOCIAL STUDIES</u></b> Unit 1: Good Citizenship (about 11 days)	<b><u>SCIENCE</u></b> Unit 1: My Senses and Physical Properties (about 15 days)	<b><u>SCIENCE</u></b> Unit 2: Light and Shadows (about 10 days)	<b><u>SOCIAL STUDIES</u></b> Begin Unit 2: Patriotism (about 8 days)
-------------------------	---	--	---	--

+5 days for SOCIAL STUDIES: Famous Americans & Holidays

<b><u>Quarter 2</u></b>	<b><u>SOCIAL STUDIES</u></b> Complete Unit 2: Patriotism (about 4 days)	<b><u>SCIENCE</u></b> Unit 3: Earth's Patterns (about 10 days)	<b><u>SOCIAL STUDIES</u></b> Unit 3: Geography (about 13 days)	<b><u>SCIENCE</u></b> Begin Unit 4: Properties and Importance of Water (about 11 days)
-------------------------	--	--	--	---

+4 days for SOCIAL STUDIES: Famous Americans & Holidays

<b><u>Quarter 3</u></b>	<b><u>SCIENCE</u></b> Complete Unit 4: Properties and Importance of Water (about 3 days)	<b><u>SOCIAL STUDIES</u></b> Unit 4: Economics (about 16 days)	<b><u>SCIENCE</u></b> Unit 5: Living and Nonliving Things (about 21 days)	
-------------------------	---	--	---	--

+2 days for SOCIAL STUDIES: Famous Americans & Holidays

<b><u>Quarter 4</u></b>	<b><u>SCIENCE</u></b> Unit 6: Earth's Resources (about 12 days)	<b><u>SOCIAL STUDIES</u></b> Unit 5: Communities and Changemakers (about 11 days)	<b><u>CROSS-CURRICULAR</u></b> Unit 6/7: Change Over Time (about 10 days)	<b><u>SCIENCE</u></b> Unit 8: Contact Forces – Push and Pull (about 12 days)
-------------------------	---	--	---	---

+2 days for SOCIAL STUDIES: Famous Americans & Holidays

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

**Note:** Science and Engineering Practices (SEPs), SOL K.1a-f, and Social Studies essential skills, SOL K.a-j, should be embedded throughout the year rather than taught in isolation. *Famous Americans & Holidays* will be taught throughout the year (15 days), in context and with proximity to major holidays.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<b><u>SOCIAL STUDIES</u></b> <b><u>Unit 1: Good Citizenship</u></b>	about 11 days	<b>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</b> a) taking responsibility for one’s actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one’s personal property and respecting other students’ property; and e) taking turns, sharing, and working well with others for the good of everyone;
	<b><u>SCIENCE</u></b> <b><u>Unit 1: My Senses and Physical Properties</u></b>	about 15 days	<b>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</b> a) the five basic senses correspond to specific human body structures; and b) senses are used in our daily lives.  <b>K.3 The student will investigate and understand that physical properties of an object can be described. Properties include</b> a) colors; b) shapes and forms; c) textures and feel; and d) relative sizes and weights of objects.
	<b><u>SCIENCE</u></b> <b><u>Unit 2: Light and Shadows</u></b>	about 10 days	<b>K.8 The student will investigate and understand that light influences temperature on Earth’s surfaces and can cause shadows. Key ideas include</b> 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.
	<b><u>SOCIAL STUDIES</u></b> <b><u>Begin Unit 2: Patriotism</u></b>	about 8 days	<b>K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by</b> a) identifying the American and Virginia flag; b) identifying national and state symbols including, but not limited to the bald eagle, the dogwood, and the cardinal; c) recognizing the Pledge of Allegiance and the national anthem; and d) identifying the current president and explaining that the president is the leader of the United States and is elected by voters.
During Quarter 1	<i>Learning experiences are embedded in respective units.</i>	about 5 days	<b>K.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b> a) Labor Day; b) Columbus Day (Indigenous Peoples’ Day) and Yorktown Victory Day.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<b><u>SOCIAL STUDIES</u></b> <b><u>Complete Unit 2: Patriotism</u></b>	about 4 days	<b>K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by</b> <ol style="list-style-type: none"> <li>identifying the American and Virginia flag;</li> <li>identifying national and state symbols including, but not limited to the bald eagle, the dogwood, and the cardinal;</li> <li>recognizing the Pledge of Allegiance and the national anthem; and</li> <li>identifying the current president and explaining that the president is the leader of the United States and is elected by voters.</li> </ol>
	<b><u>SCIENCE</u></b> <b><u>Unit 3: Earth's Patterns</u></b>	about 10 days	<b>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include</b> <ol style="list-style-type: none"> <li>daily weather;</li> <li>seasonal changes; and</li> <li>day and night.</li> </ol>
	<b><u>SOCIAL STUDIES</u></b> <b><u>Unit 3: Geography</u></b>	about 13 days	<b>K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words including, but not limited to, near/far, over/under, above/below, left, right, behind/in front, next to and between.</b>  <b>K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by</b> <ol style="list-style-type: none"> <li>identifying the similarities and differences between a map and a globe;</li> <li>identifying basic map symbols;</li> <li>identifying land and bodies of water in the local community; and</li> <li>identifying the geographic locations of the United States and Virginia on a map and globe.</li> </ol>
	<b><u>SCIENCE</u></b> <b><u>Begin Unit 4: Properties and Importance of Water</u></b>	about 11 days	<b>K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include</b> <ol style="list-style-type: none"> <li>water has many uses;</li> <li>water can be found in many places;</li> <li>water occurs in different phases; and</li> <li>water flows downhill.</li> </ol>
During Quarter 2	<i>Learning experiences are embedded in respective units.</i>	about 4 days	<b>K.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b> <ol style="list-style-type: none"> <li>Election Day;</li> <li>Veterans Day;</li> <li>Thanksgiving Day;</li> <li>Christmas Day; and</li> <li>New Year's Day.</li> </ol>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<b>SCIENCE</b> <u>Complete Unit 4: Properties and Importance of Water</u>	about 3 days	<b>K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include</b> a) water has many uses; b) water can be found in many places; c) water occurs in different phases; and d) water flows downhill.
	<b>SOCIAL STUDIES</b> <u>Unit 4: Economics</u>	about 16 days	<b>K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by</b> a) describing ways people work to earn and save money to buy the things they need and want; and b) recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.
	<b>SCIENCE</b> <u>Unit 5: Living and Nonliving Things</u>	about 21 days	<b>K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include</b> a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects.  <b>K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include</b> 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.  <i>Please note that the living aspects of K.10 (change over time) are embedded in this unit.</i>
During Quarter 3	<i>Learning experiences are embedded in respective units.</i>	about 2 days	<b>K.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to h) Martin Luther King Jr. Day; and i) George Washington Day (Presidents' Day).</b>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<b>SCIENCE</b> <u>Unit 6: Earth's Resources</u>	about 12 days	<b>K.11 The student will investigate and understand that humans use resources. Key ideas include</b> <ul style="list-style-type: none"> <li>a) some materials and objects can be used over and over again;</li> <li>b) materials can be recycled; and</li> <li>c) choices we make impact the air, water, land, and living things.</li> </ul>
	<b>SOCIAL STUDIES</b> <u>Unit 5: Community and Changemakers</u>	about 11 days	<b>K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by</b> <ul style="list-style-type: none"> <li>a) identifying examples of historical events, stories, and legends;</li> <li>b) identifying early communities, changemakers, and contributions of leaders including, but not limited to Indigenous tribes, farmers, traders, early settlers, minorities, women, and children;</li> <li>d) identifying people who helped establish and lead the local community over time.</li> </ul> <b>K.5 The student will apply history and social science skills to understand and explain what makes communities unique by</b> <ul style="list-style-type: none"> <li>a) explaining the roles of important local community members such as, but not limited to, medical personnel, first responders, teachers, and business leaders;</li> <li>b) identifying historical events; and</li> <li>c) telling the stories of the people that developed their local communities.</li> </ul>
	<b>CROSS-CURRICULAR</b> <u>Units 6/7: Change Over Time</u>	about 10 days	<b>HSS K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by</b> <ul style="list-style-type: none"> <li>c) recognizing that places change over time.</li> </ul> <b>Sci K.10 The student will investigate and understand change occurs over time. Key ideas include</b> <ul style="list-style-type: none"> <li>a) natural and human-made things change over time;</li> <li>b) <del>living</del> and nonliving things change over time;</li> <li>c) changes can be observed and measured; and</li> <li>d) changes may be fast or slow.</li> </ul>
	<b>SCIENCE</b> <u>Unit 8: Contact Forces – Push and Pull</u>	about 12 days	<b>K.2 The student will investigate and understand that pushes and pulls affect the motion of objects. Key ideas include</b> <ul style="list-style-type: none"> <li>a) pushes and pulls can cause an object to move;</li> <li>b) pushes and pulls can change the direction of an object; and</li> <li>c) changes in motion are related to the strength of the push or pull.</li> </ul>
During Quarter 4	<i>Learning experiences are embedded in respective units.</i>	about 2 days	<b>K.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to j) Memorial Day; k) Juneteenth; and l) Independence Day.</b>