

# IMPACT CALIFORNIA SOCIAL STUDIES

GRADE KINDERGARTEN  
CURRICULUM PACING GUIDE

### Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Research Companion.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- A “Weekly Explorer Magazine” is available for additional enrichment and depth. The magazine follows each chapter and lesson. This is an optional resource and not included in this pacing guide.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

# LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

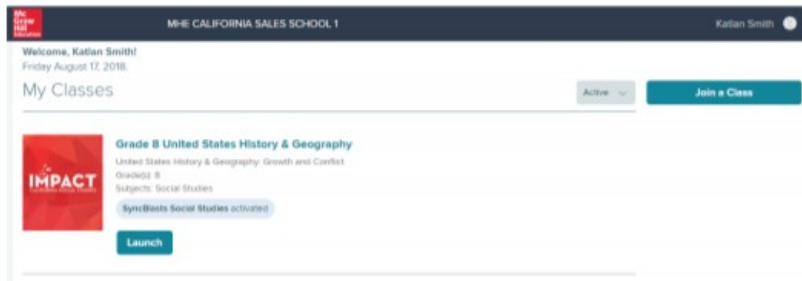
## LOGGING IN

Students will log in with their username and password.

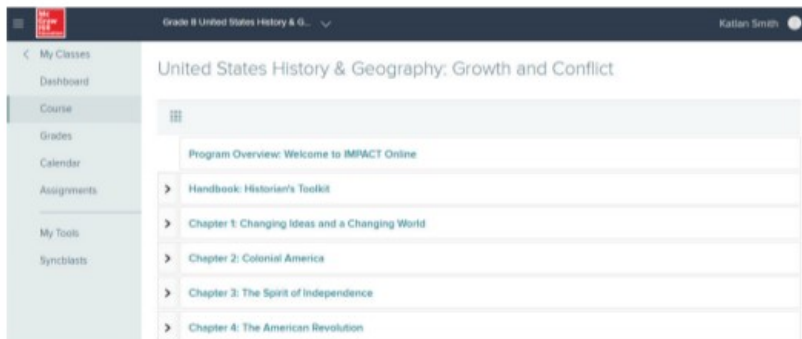


## STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



<b>Chapter One: Weeks 1-7</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
<b>1</b> <b>Chapter One:</b> Good Citizens <b>Essential Question:</b> How Do People Learn and Work Together? <b>Inquiry Project:</b> School Rules	<input type="checkbox"/> Research Companion Pages 2-7 <input type="checkbox"/> Inquiry Journal Pages 10-11	HSS K.1 Students understand that being a good citizen involves acting in certain ways.
<b>2</b> <b>Chapter One, Lesson One:</b> How Do People Cooperate?	<input type="checkbox"/> Research Companion Pages 8-13 <input type="checkbox"/> Inquiry Journal Pages 12-13	
<b>3</b> <b>Chapter One, Lesson Two:</b> What Are Rules?	<input type="checkbox"/> Research Companion Pages 14-19 <input type="checkbox"/> Inquiry Journal Pages 14-23	
<b>4</b> <b>Chapter One, Lesson Three:</b> Why Do People Have Laws?	<input type="checkbox"/> Research Companion Pages 20-25 <input type="checkbox"/> Inquiry Journal Pages 24-29	
<b>5</b> <b>Chapter One, Lesson Four:</b> Who Are Our Leaders?	<input type="checkbox"/> Research Companion Pages 26-31 <input type="checkbox"/> Inquiry Journal Pages 30-35	
<b>6</b> <b>Chapter One, Lesson Five:</b> What Does It Mean To Be A Good Citizen?	<input type="checkbox"/> Research Companion Pages 32-39 <input type="checkbox"/> Inquiry Journal Pages 36-39	
<b>7</b> <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Journal Closing Pages 40-41 <input type="checkbox"/> Inquiry Journal Wrap-Up Pages 42-43 <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Two: Weeks 8-14</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
8 <b>Chapter Two:</b> Our World <b>Essential Question:</b> Where DO We Live? <b>Inquiry Project:</b> Our Neighborhood	<input type="checkbox"/> Research Companion Pages 42-49 <input type="checkbox"/> Inquiry Journal Pages 50-51	HSS K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
9 <b>Chapter Two, Lesson One:</b> What Can We Find at Our School?	<input type="checkbox"/> Research Companion Pages 50-57 <input type="checkbox"/> Inquiry Journal Pages 52-57	
10 <b>Chapter Two, Lesson Two:</b> What is a Neighborhood?	<input type="checkbox"/> Research Companion Pages 58-65 <input type="checkbox"/> Inquiry Journal Pages 58-63	
11 <b>Chapter Two, Lesson Three:</b> Where in the World Do We Live?	<input type="checkbox"/> Research Companion Pages 66-73 <input type="checkbox"/> Inquiry Journal Pages 64-69	
12 <b>Chapter Two, Lesson Four:</b> How Do People Move from Place to Place?	<input type="checkbox"/> Research Companion Pages 74-81 <input type="checkbox"/> Inquiry Journal Pages 70-75	
13 <b>Chapter Two, Lesson Five:</b> How Can We Take Care of Our Neighborhood?	<input type="checkbox"/> Research Companion Pages 82-89 <input type="checkbox"/> Inquiry Journal Pages 76-79	
14 <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Journal Closing Pages 80-81 <input type="checkbox"/> Inquiry Journal Project Wrap-Up Page 82 <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Three: Weeks 15-21</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
15 <b>Chapter Three:</b> Our Country <b>Essential Question:</b> What Does It Mean to Be an American? <b>Inquiry Project:</b> This is America	<input type="checkbox"/> Research Companion Pages 92-97 <input type="checkbox"/> Inquiry Journal Pages 84-85	HSS K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.  HSS K.6
16 <b>Chapter Three, Lesson One:</b> Why Are National Symbols Important?	<input type="checkbox"/> Research Companion Pages 98-105 <input type="checkbox"/> Inquiry Journal Pages 86-91	Students understand that history relates to events, people, and places of other times.
17 <b>Chapter Three, Lesson Two:</b> How Do People Celebrate America?	<input type="checkbox"/> Research Companion Pages 106-113 <input type="checkbox"/> Inquiry Journal Pages 92-97	
18 <b>Chapter Three, Lesson Three:</b> How Do People and Places Help Us Learn About America?	<input type="checkbox"/> Research Companion Pages 114-121 <input type="checkbox"/> Inquiry Journal Pages 98-103	
19 <b>Chapter Three, Lesson Four:</b> How Do We Celebrate America?	<input type="checkbox"/> Research Companion Pages 122-127 <input type="checkbox"/> Inquiry Journal Pages 104-109	
20 <b>Chapter Three, Lesson Five:</b> How Do We Show Pride In Our Nation?	<input type="checkbox"/> Research Companion Pages 128-135 <input type="checkbox"/> Inquiry Journal Pages 110-113	
21 <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Journal Closing Pages 114-115 <input type="checkbox"/> Inquiry Project Wrap-Up Pages 116-117 <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Four: Weeks 22-29</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
22 <b>Chapter Four:</b> Life Long Ago and Today <b>Essential Question:</b> How Has Our World Changed? <b>Inquiry Project:</b> Then and Now	<input type="checkbox"/> Research Companion Pages 138-141 <input type="checkbox"/> Inquiry Journal Pages 124-125	HSS K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.  HSS K.6
23 <b>Chapter Four, Lesson One:</b> How Did People Live Long Ago?	<input type="checkbox"/> Research Companion Pages 142-147 <input type="checkbox"/> Inquiry Journal Pages 126-131	Students understand that history relates to events, people, and places of other times.
24 <b>Chapter Four, Lesson Two:</b> How Do Communities Change?	<input type="checkbox"/> Research Companion Pages 148-155 <input type="checkbox"/> Inquiry Journal Pages 132-137	
25 <b>Chapter Four, Lesson Three:</b> How Has Travel Changed?	<input type="checkbox"/> Research Companion Pages 156-161 <input type="checkbox"/> Inquiry Journal Pages 138-143	
26 <b>Chapter Four, Lesson Four:</b> How Has Our Nation Changed?	<input type="checkbox"/> Research Companion Pages 162-167 <input type="checkbox"/> Inquiry Journal Pages 144-149	
27 <b>Chapter Four, Lesson Five:</b> What Can We Learn from the Past?	<input type="checkbox"/> Research Companion Pages 168-173 <input type="checkbox"/> Inquiry Journal Pages 150-153	
28 <b>Chapter Four Report Your Findings</b>	<input type="checkbox"/> Inquiry Journal Pages 154-155	
29 <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Project Wrap-Up Page 156-157 <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Five: Weeks 30-36</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
30 <b>Chapter Five:</b> All About Work <b>Essential Question:</b> Who Do People Work? <b>Inquiry Project:</b> When We Grow Up	<input type="checkbox"/> Research Companion Pages 176-181 <input type="checkbox"/> Inquiry Journal Pages 164-165	HSS K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
31 <b>Chapter Five, Lesson One:</b> How Do We Work at School?	<input type="checkbox"/> Research Companion Pages 182-189 <input type="checkbox"/> Inquiry Journal Pages 166-171	
32 <b>Chapter Five, Lesson Two:</b> What Are Needs and Wants?	<input type="checkbox"/> Research Companion Pages 190-197 <input type="checkbox"/> Inquiry Journal Pages 172-177	
33 <b>Chapter Five, Lesson Three:</b> What Jobs Are Part of a Community?	<input type="checkbox"/> Research Companion Pages 198-203 <input type="checkbox"/> Inquiry Journal Pages 178-183	
34 <b>Chapter Five, Lesson Four:</b> How Have Jobs Changed Over Time?	<input type="checkbox"/> Research Companion Pages 204-209 <input type="checkbox"/> Inquiry Journal Pages 184-189	
35 <b>Chapter Five, Lesson Five:</b> What Kinds of Jobs do People Have?	<input type="checkbox"/> Research Companion Pages 210-217 <input type="checkbox"/> Inquiry Journal Pages 190-193	
36 <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Journal Closing Pages 194-195 <input type="checkbox"/> Inquiry Project Wrap-Up Pages 196-197 <input type="checkbox"/> Benchmark Assessment	