

Wilson Area School District Planned Course Guide

Title of planned course: Kindergarten Social Studies

Subject Area: Social Studies

Grade Level: Kindergarten

Course Description: Students will be introduced to basic concepts within Civics and Government, Economics, Geography, and History.

Time/Credit for this Course: 1 Academic School Year

Curriculum Writing Committee: Rebecca Lombardo and Rebecca Bennett

Curriculum Map

August: Unit 1 – School Time

September: Unit 2 – Follow the Rules (Beginning of month)

October: Scholastic News – Columbus Day

November: Scholastic News – Thanksgiving

December: Unit 4 – Looking at People, Scholastic News – Holidays around the World

January: Scholastic News – Martin Luther King

February: Unit 5 – Long Ago and Today: Lesson 2, 3, 4, 5, Scholastic News – President's Day

March: Unit 3 – My Place on Earth (Toward end of month to prepare for Earth Day)

April: Unit 6 – Workers All Around

May: Unit 5 – Long Ago and Today: Lesson 1

Throughout year: Use a Calendar, Putting Things in Order

Wilson Area School District Planned Course Materials

Course Title: Kindergarten Social Studies

Textbook: Harcourt Horizons – All About Me, All About Me Workbook

Supplemental Books: Monthly Scholastic News

Additional Children's Literature:

- *Miss Bindergarten Gets Ready for Kindergarten* by: Joseph Slate
- *Howard B. Wigglebottom Learns to Listen* by: Howard Binkow
- *No David Goes to School* by: David Shannon
- *Have You Filled Your Bucket Today?* by: Carol McCloud
- *Pledge of Allegiance* by: John Fleck
- *Recycle* by: Gail Gibbons
- *Michael Recycle* by: Ellie Bethel
- *If You Could go to Antarctica* (Reading Street)
- *Abuela* (Reading Street)
- *Then and Now* (Reading Street)
- *My Brother Martin* by: Christine King Farris
- *President's Day* by Anne Rockwell
- *Jobs from A to Z* by: Allison Mangrum
- *Career Day* by: Anne Rockwell

Teacher Resources: Scholastic.com, Let's Find Out, United Streaming, Pearson Envision Math, Calendar Math, Scott Foresman – Reading Street, Second Step

Curriculum Scope & Sequence

Planned Course: School Time

Unit: 1

Time frame: 5 Lessons

State Standards: 5.1.K.C, E; 5.2.K.A, B; 5.3.K.C; 5.4.K.A, B; 7.1.K.B; 8.2.K.A, D; 8.3.K.B; 8.4.K.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify ways in which individuals are unique.
- Identify and locate specific areas of the school.
- Identify and describe the role of school leaders and leaders of the community.
- Compare and contrast schools of today and schools in the past.
- Describe tools found in a classroom and how tools help us learn.
- Use tools appropriately.
- Use directional words to locate classroom objects.
- Demonstrate problem solving by identifying choices and consequences.

Core Activities: Students will complete/participate in the following:

- Complete Unit 1, lessons 1 – 5
 - Look at My Classroom
 - Solve a Problem
- *Read Miss Bindergarten Gets Ready for Kindergarten* by: Joseph Slate
- Problem solving role play
- Say, Think, Act, and Reflect Lesson
- Tour of school building
- School scavenger hunt with map
- Activity book pages

Extensions:

- Second Step – Problem Solving Lesson
- Play “I Spy” using directional words
- Math – Topic 15: Position and Location of Shapes Introduction (Directional Words)
- Math – Graph likes and dislikes to show how students are unique.
- Classroom get to know each other activities (All About Me, Student of the Week, etc.)

Remediation:

- Continuous role playing of behavior choices and conflict resolution.
- Modeling sharing, how to use school tools, and classroom procedures.
- Comparing and contrasting students' likes and dislikes.
- Model "Say, Think, Act, and Reflect" in specific situations.

Instructional Methods:

- Music
- Response to Literature
- Group Role Playing
- Direct Explicit Instruction
- Puppets
- Whole Group Discussion

Materials & Resources:

- Second Step Cards and Puppets
- *Miss Bindergarten Gets Ready for Kindergarten* by: Joseph Slate
- Graphic Organizers
- School Map
- Activity Book (Pages 1 – 7)
- Horizons Big Book (Pages 2 – 9)

Assessments:

- Unit 1 Test (Pages 14-15)
- Projects (All About Me)
- Formative and Informative Assessments

Curriculum Scope & Sequence

Planned Course: Follow the Rules

Unit: 2

Time frame: 9 Lessons

State Standards: 5.1.K.A, B, F; 5.2.K.C, D; 5.3.K.B, F; 6.5.K.A; 7.1.K.A; 8.2.K.A; 8.4.K.D; CC.2.1.K.A.3

Essential content/objectives: At end of the unit, students will be able to:

- Identify the importance of being a good citizen at school and in the community.
- Identify and follow school rules and consequences.
- Identify the need for rules in the community and school.
- Recite the Pledge of Allegiance.
- Demonstrate patriotic behavior while reciting the Pledge of Allegiance and singing the National Anthem.
- Identify the flag as a symbol of our country.
- Identify authority figures in the home, school, and community, and why they are needed.
- Describe the benefit of cooperation, sharing, and respect.
- Recognize a map of the United States.

Core Activities: Students will complete/participate in the following:

- Complete Unit 2, Lessons 1 – 6
 - Working Together
 - Make a Choice by Voting
 - This Is Our Country
- Design/explain classroom rules and consequences.
- Make and color an American flag.
- Locate and identify signs around the school and neighborhood.

Extensions:

- Second Step lessons
- Play follow the leader
- Class votes
- Design rule makers and breakers
- Make cards for people in the community
- Read: Howard B. Wigglebottom Learns to Listen, No David Goes to School, Have You Filled Your Bucket Today?, Pledge of Allegiance Book
- The Rules Rap – By Dr. Jean

Remediation:

- Daily review of classroom rules.
- Daily practice of reciting the Pledge of Allegiance.
- Weekly singing the National Anthem.
- Recognize/praise students that show good citizenship.
- Model cooperation and sharing.

Instructional Methods:

- Role Playing
- Children's Literature
- Whole Group Discussion
- Music

Materials & Resources:

- *Howard B. Wigglebottom Learns to Listen* by: Howard Binkow
- *No David Goes to School* by: David Shannon
- *Have You Filled Your Bucket Today?* by: Carol McCloud
- *Pledge of Allegiance* by: John Fleck
- National Anthem
- Dr. Jean's CD
- Art and Craft Supplies for flag and cards
- Activity Book (Pages 8 – 16)
- Horizons Big Book (Pages 11 – 27)

Assessments:

- Unit 2 Test (Pages 64-65)
- Formative assessment through everyday use

Curriculum Scope & Sequence

Planned Course: My Place on Earth

Unit: 3

Time frame: 9 Lessons

State Standards: 7.1.K.A, B; 7.2.K.B; 7.3.K.A; 7.4.K.A

Essential content/objectives: At end of the unit, students will be able to:

- Compare and contrast different landforms and bodies of water.
- Locate places on a map by using map keys and symbols.
- Compare and contrast urban and rural communities.
- Recite home address.
- Explain how the environment affects the way people live, their homes, and ways of earning a living.
- Identify natural resources and ways to conserve natural resources

Core Activities: Students will complete/participate in the following:

- Complete Unit 3, Lessons 1 – 6
 - Read a Neighborhood Map
 - Land and Water on Maps and Globes
- Create a school map and classroom map.
- Complete activity book pages.
- Recycling games. (Sorting)
- Treasures from trash activity. (Reusing)

Extensions:

- Read: *Michael Recycle* by: Ellie Bethel
- Read: *If You Could go to Antarctica* (Reading Street: Unit 4, Week 5)
- Read: *Recycle* by: Gail Gibbons
- Reading of Folk Tale – Reader's Theater
- United Streaming Video on landforms
- Google Earth
- Additional Recycling Projects
- Complete Earth Day Book
- FOSS – Trees Unit
- Nystrom Maps and Globes

Remediation:

- Review of map skills.
- Review of landforms and bodies of water.
- 1 on 1 review of home address.
- Direct instruction on natural resources.

Instructional Methods:

- Graphic Organizers
- Class Discussions
- Activity Book
- Art Projects
- Children's Literature

Materials & Resources:

- *Michael Recycle* by: Ellie Bethel
- *If You Could go to Antarctica* (Reading Street)
- *Recycle* by: Gail Gibbons
- Internet/United Streaming
- Activity Book (Pages 17 – 24)
- Horizons Big Book (Pages 29 – 48)

Assessments:

- Unit 3 Test (Pages 128-129)
- Projects

Curriculum Scope & Sequence

Planned Course: Looking at People

Unit: 4

Time frame: 7 Lessons

State Standards: 8.1.K.C; 8.4.K.A, C ; CC.2.4.K.A.4; CC.1.5.K.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify similarities and differences in families around the world.
- Identify customs, traditions, and celebrations from the United States and around the world.
- Recognize globally that there are different religions, languages, and cultures.

Core Activities: Students will complete/participate in the following:

- Complete unit 4, Lessons 1 – 4
 - Putting Things into Groups
 - Find Countries on a Map
- Who Are my Relatives? Activity
- Sorting Activity
- Continent Puzzle
- Activity Book Pages

Extensions:

- Scholastic News: Holidays Around the World
- Our Families Quilt
- Art Activity: Favorite Family Times
- We Are Special Game
- Family Tree
- Home/School Project
- Classroom Cookbook
- African Music
- Math Topic 13 – Sorting, Classifying, Counting, and Categorizing Data
- Make greeting cards for different holidays
- Read Abuela – Reading Street Unit 4, Week 6
- Calendar Math

Remediation:

- Individual instruction and practice on categorizing.
- Vocabulary Review

Instructional Methods:

- Class Discussions
- Workbook Pages
- Hands on Activities
- Art Projects
- Music
- Videos
- Internet Visuals
- Show & Tell
- Children's Literature

Materials & Resources:

- United Streaming
- Scholastic News
- Art Supplies
- African Music
- Math Envision Topic 13
- Abuela – Reading Street
- Activity Book (Pages 25 – 30)
- Horizons Big Book (Pages 50 – 62)

Assessments:

- Unit 4 Test (Pages 192-193)
- Projects

Curriculum Scope & Sequence

Planned Course: Long Ago and Today

Unit: 5

Time frame: 8 Lessons

State Standards: 8.1.K.A; 8.3.K.A, C; CC.1.4.K.P; CC.1.5.K.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe the four seasons.
- Associate seasonal holidays and particular months with seasons.
- Identify and explain national holidays and the customs associated with each holiday.
- Sequence events by using yesterday, today, and tomorrow.
- Recite days of the week and months of the year in sequential order.
- Use time order words: before, after, next, first, and last correctly.
- Identify the importance of technology in home and school.
- Describe the impact of technology on daily life.

Core Activities: Students will complete/participate in the following:

- Complete Unit 5, Lessons 1 – 5
 - Use a Calendar Lesson
 - Put Things in Order Lesson
- Sequencing Lesson
- Comparing and Contrasting Present and Past
- Look How I've Changed! Activity

Extensions:

- Science – FOSS lesson on seasons
- Read: *Then and Now* – Reading Street
- Read: *My Brother Martin* by: Christine King Farris
- Read stories about Abraham Lincoln and George Washington
- Scholastic News – Presidents
- Read: *President's Day* by Anne Rockwell
- Calendar Math
- Math unit – telling time
- Reading – sequencing
- Create a seasons book
- Grammar lesson – past, present, future
- Calendar bingo

Remediation:

- Explicit instruction and review of sequencing.
- Daily review of a calendar.
- Daily review of days of the week. (order, yesterday, today, tomorrow)
- Daily review of months of the year.
- Daily review of vocabulary.

Instructional Methods:

- Whole Group Discussion
- Children's Literature
- Daily Routines
- KWL Chart
- Poetry
- Music
- Art Projects

Materials & Resources:

- Graphic Organizers
- Dr. Jean's – Days of the Week and Months of the year CD
- Art Supplies
- *President's Day* by Anne Rockwell
- *Then and Now* – Reading Street
- *My Brother Martin* by: Christine King Farris
- Math Lessons – Time, Clocks, Calendar
- Activity Book (Pages 31 – 37)
- Horizons Big Book (Pages 64 – 77)

Assessments:

- Unit 5 Test (Pages 242-243)
- Calendar Routines

Curriculum Scope & Sequence

Planned Course: Workers All Around

Unit: 6

Time frame: 10 Lessons

State Standards: 6.1.K.A, B, C, D; 6.2.K.A, D; 6.4.K.D; 6.5.K.C; 7.1.K.A;
C.1.5.K.A, C; CC.2.1.K.A.2, 3; CC.2.4.K.A.4

Essential content/objectives: At end of the unit, students will be able to:

- Identify needs and wants.
- Identify jobs in the home, school, and community.
- Compare and contrast jobs that provide goods with those that provide services.
- Identify ways that technology has impacted the workforce.
- Explain how basic human needs for food, clothing, and shelter can be met.
- Identify the correlation between work and money.
- Describe the benefit of saving.
- Use the decision-making process to implement a decision.

Core Activities: Students will complete/participate in the following:

- Complete Unit 6, Lessons 1 – 6
 - Follow a Route on a Map
 - Use a Picture Graph
 - Make a Choice when Buying
- Sorting Activity: Wants and Needs of Consumer Goods

Extensions:

- Future Career Dress Up
- Career Day
- Create a “Career Day” Book
- Read: *Career Day* by: Anne Rockwell
- Read: *Jobs from A to Z* by: Allison Mangrum
- Math Lessons – Money
- Math Topic 13, Lesson 7 – Picture Graphs

Remediation:

- Daily review of money.
- Review of wants and needs.
- Practice using picture graphs.
- Daily review of vocabulary.

Instructional Methods:

- Whole Group Discussion
- Children's Literature
- Art Projects
- Math manipulatives – coins
- Hands on Activities
- Community Speakers
- Internet Visuals

Materials & Resources:

- Graphic Organizers
- Math Topic 13, Lesson 7 – Picture Graphs
- Art Supplies
- *Career Day* by: Anne Rockwell
- *Jobs from A to Z* by: Allison Mangrum
- Community Maps
- Magazines for sorting activity
- Internet
- Activity Book (Pages 38 – 46)
- Horizons Big Book (Pages 79 – 100)

Assessments:

- Unit 6 Test (Pages 298-299)
- Career Day Assemblies
- Culture Day Assemblies

Recognition of Specific Holidays

October: Scholastic News – Columbus Day

State Standards: 5.1.K.F; 8.3.K.A

November: Scholastic News – Thanksgiving

State Standards: 5.1.K.F; 8.3.K.A

December: Scholastic News – Holidays Around the World

State Standards: 5.1.K.F; 8.4.K.A,

January: Scholastic News – Martin Luther King

State Standards: 5.1.K.F; 8.3.K.A

February: Scholastic News – President's Day

State Standards: 5.1.K.F; 8.3.K.A