

Social Studies / Kindergarten

Unit 1: Rules and Responsibilities

Subject
Social Studies

Grade
Kindergarten

Unit
Rules and Responsibilities

Suggested Timeline
First two weeks of school and review as needed

Grade Level Summary

The Kindergarten Social Studies curriculum focuses on giving students a broad understanding of local history, geography, economics and community members. Students will also learn about personal, home, and school responsibilities. Two additional areas of study include historical figures and cultural traditions. This curriculum framework aligns with the Pennsylvania Standards in History, Civics and Government, Economics and Geography.

Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

Unit Two – Positions of Authority at School, Roles of Family Members

Unit Three – Map Skills

Unit Four – Settlement Characteristics

Unit Five – Community Helpers

Unit Six – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington

Unit Seven – Cultural Traditions

Unit Eight - Time Order - Timelines, Landforms and Water Forms

Unit Nine - Landforms and Water Forms

Unit Ten - Wants and Needs

Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title

Classroom Rules and Responsibilities, School Citizenship

Unit Summary

This unit covers the purpose and need for rules within the classroom. There are responsibilities that students have within a classroom setting.

Unit Essential Questions

1. What are rules in our classroom?
2. Why do we need rules?
3. What are responsibilities within the classroom?

How do I show respect to myself and to others?

Key Understandings

1. The importance of rules, responsibilities and respect to a member of a classroom community

Focus Standards Addressed in the Unit	
5.1.K.A	Explain the purpose of rules.
5.1.K.B	Explain the need for rules.
5.2.K.A	Identify responsibilities at school.
5.1.K.E	Demonstrate responsibilities in the classroom.

Important Standards Addressed in the Unit	
5.1.K.C	Define respect for self and others.
5.2.K.D	Explain responsible classroom behavior.
5.3.K.F	Identify and explain behaviors for responsible classroom citizens.
8.3.K.B	Identify documents and artifacts important to the classroom community.
5.2.K.C	Identify classroom projects/activities that support leadership and service.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Following rules in the classroom is a choice. If it's not a rule at home, I don't have to follow the rule at school. 	<ul style="list-style-type: none"> Students will understand that rules are put into practice to ensure safety at school and gives the opportunity for all students to learn.

Concepts The need for classroom rules Specific classroom rules Classroom responsibilities Respect for self and others Students are citizens of a classroom	Competencies Students will be able to identify rules in the classroom and why they are needed. Students will be able to identify and practice responsibilities in the classroom. Students will be able to identify ways to show respect for self and others.	Vocabulary rule, responsibility, respect, citizen
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Assessments: Classroom discussion Classroom behavior chart

Suggested Strategies to Support Design of Coherent Instruction <i>Charlotte Danielson's Framework for Teaching: Domain 3 Instruction</i> Read texts that support appropriate classroom behavior. Model appropriate behavior and classroom responsibilities. Creating a list of classroom rules and posting them in the room.

Differentiation: Individualized behavior plans Review and reteach rules as needed
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Interdisciplinary Connections:

Guidance lessons

ELA - support of text

Additional Resources:

-Texts: “No, David!”, “David Goes to School”

-Scholastic “Let’s Find Out”

-Brain Pop, Jr. “Kindergarten”, “School”, “Rights and Responsibilities”

-Junior Achievement

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 2: Roles of Family Members

Subject
Social Studies

Grade
Kindergarten

Unit
Roles of Family Members

Suggested Timeline
September - 1 lesson

Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

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Unit Three – Map Skills

Unit Four – Settlement Characteristics

Unit Five – Community Helpers

Unit Six – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington

Unit Seven – Cultural Traditions

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Unit Nine - Landforms and Water Forms

Unit Ten - Wants and Needs

Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title

Roles of Family Members

Unit Summary

This unit teaches students about the roles of parents/caregivers and children.

Unit Essential Questions

1. What is the role of a parent or caregiver?
2. What are the responsibilities of a child?

Key Understandings

1. Roles and responsibilities of family members

Focus Standards Addressed in the Unit**6.4.K.A**Identify the specialized role performed by each member of the family.

Important Standards Addressed in the Unit

Misconceptions

All families are the same.

Proper ConceptionsAll families are different. They are all unique.

ConceptsRoles of parents
Responsibilities of children
Concept of the child as an integral part of his/her family**Competencies**Students will be able to identify the members of his/her family.
Students will be able to describe ways that they can contribute to their family.**Vocabulary**

family, mother, father, son, daughter, brother, sister

Assessments:Class Discussion

Suggested Strategies to Support Design of Coherent Instruction*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

Read the Journey's text, "What Makes a Family?"

Have a class discussion to brainstorm ways that children can contribute to their family.

Differentiation:Determine what types of discussion points would be appropriate based on individual class demographics.

Interdisciplinary Connections:ELA - Journeys text, "What Makes a Family?"

Additional Resources:

-Journey's text, "What Makes a Family?"

-Pictures of families

Created By:Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 2: Positions of Authority at School

Subject
Social Studies

Grade
Kindergarten

Unit
Positions of Authority at School

Suggested Timeline
September - one lesson

Grade Level Summary

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Grade Level Units

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Unit Twelve - Currency

Unit Title

Positions of Authority at School

Unit Summary

This unit covers the various people who hold authority at school and the roles that they have.

Unit Essential Questions

What are positions of authority?

Who holds authority at school?

What are the roles of people who work in the school?

Key Understandings

People who work in the school who hold authority

Focus Standards Addressed in the Unit**5.3.K.B**

Identify the role of adults in authority at home or in school.

Important Standards Addressed in the Unit**8.2.K.A**

Identify people in authority.

Misconceptions

- Confusion about the role of various school positions

Proper Conceptions

- Correct roles for positions such as principal, secretary, guidance counselor, nurse, etc.

Concepts

Positions of authority who work in the school
Roles of various positions of authority at school

Competencies

Students will be able to identify people in the school who hold authority.
Students will be able to explain the roles of teachers, the principal, secretary and other school staff members.

Vocabulary

authority, principal, secretary, guidance counselor, nurse, custodian, teacher

Assessments:

Class discussion

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Take a school tour.

Make a class book highlighting people who work in the school.

Write letters to positions of authority in the school.

Differentiation:

Show pictures vs. formal introduction to the staff member

Interdisciplinary Connections:

Guidance Lesson

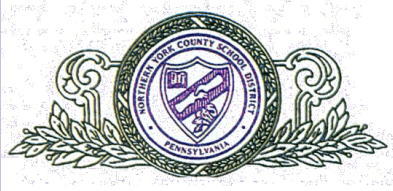
Writing

Additional Resources:

-PowerPoint with pictures

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 3: Map Skills

Subject
Social Studies

Grade
Kindergarten

Unit
Map Skills

Suggested Timeline
September - one lesson (to align with Journey's text, "My School Bus")

Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

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Unit Twelve - Currency

Unit Title
Map Skills

Unit Summary

This unit teaches students how to interpret a simple map.

Unit Essential Questions

1. How do we use a simple map to locate places in our community?

Key Understandings

1. Interpreting a map

Focus Standards Addressed in the Unit

7.1.K.A

Interpret a simple map of a known environment.

Important Standards Addressed in the Unit

7.1.K.B

Describe the location of places in the home, school, and community to gain an understanding of relative location.

Misconceptions

- Confusion of map vocabulary

Proper Conceptions

- Proper understandings of the map terminology
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Concepts

Locating places on a map
Using a key to represent places on a map

Competencies

Students will be able to locate places on a simple map.
Students will be able to use the symbols from a key/legend to identify places on a map.

Vocabulary

map, key, symbol

Assessments:

Observation of students locating places on a map

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read Journey's text, "My School Bus".

Watch videos related to map skills.

Allow students to locate places on a simple map.

Differentiation:

Differentiate the complexity of maps that students manipulate.

Interdisciplinary Connections:

ELA - Journeys text, "My School Bus"

Additional Resources:

-Brain Pop, Jr. video, "Reading Maps"

-Journeys text, "My School Bus"

-Simple map print-outs

-Classroom globe/maps

-Review using the Journey's text, "Exploring Land and Water" (Week 20).

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 4: Settlement Characteristics

Subject Social Studies	Grade Kindergarten	Unit Settlement Characteristics	Suggested Timeline September - one lesson
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Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship
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Unit Three – Map Skills
Unit Four – Settlement Characteristics
Unit Five – Community Helpers
Unit Six – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington
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Unit Twelve - Currency

Unit Title

Settlement Characteristics

Unit Summary

This unit teaches students about the characteristics of the various types of communities.

Unit Essential Questions

1. What are the characteristics of a settlement?
2. What are places in a small town?
3. What are places in a big city?
4. What are places in a country setting?

Key Understandings

1. Characteristics of communities

Focus Standards Addressed in the Unit

7.2.K.A	Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.
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Important Standards Addressed in the Unit

8.2.K.B	Examine photographs of documents, artifacts, and places unique to Pennsylvania.
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Misconceptions

- Every community is the same.

Proper Conceptions

- Communities have different types of homes and businesses.
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Concepts

Characteristics of a small town
Characteristics of a big city
Characteristics of country setting

Competencies

Students will be able to identify the various types of communities.
Students will be able to describe homes and businesses located in various communities.

Vocabulary

community, home, business, rural, suburban, urban

Assessments:

Think-Pair-Share
Draw pictures of communities
Venn diagram to compare and contrast communities

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Watch a video to teach the differences between communities.
Make an anchor chart showing the characteristics of communities.
Students can draw pictures of communities.

Differentiation:

Students can draw picture or write descriptions of various communities.

Interdisciplinary Connections:

ELA texts
Art
Writing

Additional Resources:

-Brain Pop, Jr. video, "Rural, Suburban and Urban"
-Text, "Town Mouse, Country Mouse"
-Flapbook of communities

Created By:

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Social Studies / Kindergarten

Unit 5: Community Helpers

Subject
Social Studies

Grade
Kindergarten

Unit
Community Helpers

Suggested Timeline
October - four lessons (Fire Prevention Week)

Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

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Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title

Community Helpers

Unit Summary

This unit teaches students about the roles of fire fighters, police officers and emergency workers.

Unit Essential Questions

1. What is a community helper?
2. What is the role of a fire fighter?
3. What is the role of a police officer?
4. What is the role of an emergency worker?

Key Understandings

1. Roles of community helpers

Focus Standards Addressed in the Unit

5.3.K.C

Identify roles of fire fighters, police officers, and emergency workers.

Important Standards Addressed in the Unit

6.5.K.A

Identify individuals who volunteer in the community.

Misconceptions

- Inaccurate understandings of the roles of community helpers
- Lack of understanding of a community

Proper Conceptions

- Accurate explanations of the roles of community helpers
 - A community is where a place where people live and work.
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Concepts

Understanding of a community
Roles of fire fighters
Roles of police officers
Roles of emergency workers

Competencies

Students will be able to describe what a community is.
Students will be able to describe the roles of fire fighters, police officers and emergency workers.

Vocabulary

community, community helper, firefighter, police officer, emergency workers

Assessments:

Community helper project
Think-Pair-Share

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read appropriate nonfiction texts.
Watch videos that explore the roles of community helpers.
Complete projects highlighting the roles of community helpers.
Invite community helpers into the classroom.

Differentiation:

Designate project responsibilities based on student skill set

Interdisciplinary Connections:

ELA - Journeys text, "Everybody Works", other nonfiction texts
Art

Additional Resources:

-Brain Pop, Jr. video, "Community Helpers"
-Journeys text, "Everybody Works"
-Scholastic, "Let's Find Out"
-Nonfiction texts on specific community helpers

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 6: American Figures and Holidays

Subject
Social Studies

Grade
Kindergarten

Unit
American Figures and
Holidays

Suggested Timeline
Six-seven lessons throughout
the year corresponding with
appropriate holidays

Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

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Unit Nine - Landforms and Water Forms

Unit Ten - Wants and Needs

Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title

American Figures and Holidays

Unit Summary

This unit teaches about important American figures and American holidays.

Unit Essential Questions

1. Why do we celebrate Thanksgiving, Veteran’s Day, Martin Luther King, Jr Day, Presidents’ Day and Memorial Day?
2. Who is Martin Luther King, Jr?
3. Who is Abraham Lincoln?
4. Who is George Washington?

Key Understandings

1. Martin Luther King, Jr, Abraham Lincoln and George Washington are important, historical, American figures.
2. Holidays specific to American history

Focus Standards Addressed in the Unit

8.3.K.A	Identify American people related to national holidays.
5.1.K.F	Identify significant American holidays and their symbols.

Important Standards Addressed in the Unit

Misconceptions

- Confusion between George Washington and Abraham Lincoln
- Mindset that people do not need to be treated equally

Proper Conceptions

- Understanding of what George Washington and Abraham Lincoln look like.
 - People should be treated fairly and equally regardless of race, gender, etc.
-

Concepts

Understanding of the role of a president
Understanding of the role of a soldier
Traditions for celebrating American holidays
Historical figures associated with American holidays

Competencies

Students will be able to identify Abraham Lincoln, George Washington and Martin Luther King, Jr.
Students will be able to describe traditions used for celebrating the American holidays?

Vocabulary

president, Abraham Lincoln, George Washington, Martin Luther King, Jr., equal, fair, soldier, veteran, Native American, Pilgrim, Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, Veterans' Day, Memorial Day

Assessments:

Think-Pair-Share
Ticket out the door

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read appropriate nonfiction texts.
Watch videos that explore historical figures and holidays.
Complete classroom projects to highlight holidays and historical figures.
Make anchor charts to organize information learned.

Differentiation:

Designate project responsibilities based on student skill set
Different levels of questioning

Interdisciplinary Connections:

ELA - nonfiction texts

Additional Resources:

-Brain Pop, Jr. video, "Abraham Lincoln", "George Washington", "President", "Martin Luther King, Jr.", "Thanksgiving"
-Scholastic, "Let's Find Out"
-Nonfiction texts on holidays and American figures

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 7: Cultural Celebrations

Subject
Social Studies

Grade
Kindergarten

Unit
Cultural Celebrations

Suggested Timeline
December - One week

Grade Level Summary

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Grade Level Units

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Unit Eleven - Goods and Consumers
Unit Twelve - Currency

Unit Title

Cultural Celebrations

Unit Summary

This unit teaches students about traditions of various winter holidays.

Unit Essential Questions

What are holiday traditions that different cultures celebrate around the world?

Key Understandings

Winter holiday customs and traditions

Focus Standards Addressed in the Unit

8.4.K.C	Identify different celebrations of different cultures from around the world.
8.4.K.A	Explain how cultures celebrate.

Important Standards Addressed in the Unit

Misconceptions

- Everyone celebrates the same holidays.
- Every family participates in the same holiday traditions.

Proper Conceptions

- There are various winter holidays and traditions that families participate in.
-

Concepts

Traditions of winter holidays (based on your classroom demographics and interests)

Competencies

Students will understand that there are different holidays that various cultures celebrate.
Students will be able to identify the various traditions of holidays.

Vocabulary

holiday, tradition

*other vocabulary words based on specific holidays (i.e - Christmas, Kwanzaa, Hanukkah, Ramadan, etc.)

Assessments:

Class discussion
Think-Pair-Share
Venn diagram to compare and contrast holidays

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read appropriate nonfiction texts.
Make crafts and do activities related to each holiday.
Compare and contrast the holidays.

Differentiation:

Read texts about a holiday vs. providing realistic representations of holiday symbols
Various levels of responsibility in completing class projects

Interdisciplinary Connections:

ELA - nonfiction texts
Art

Additional Resources:

-Nonfiction texts based on holidays
-Brain Pop, Jr. video, "Winter Holidays"
-Guest speakers (Bill Wood storyteller)
-Holiday memorabilia

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 8: Time Order - Timelines

Subject Social Studies	Grade Kindergarten	Unit Time Order - Timelines	Suggested Timeline February (to align with Journeys) - one lesson
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Grade Level Summary

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Grade Level Units

- Unit One** – Classroom Rules and Responsibilities, School Citizenship
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- Unit Three** – Map Skills
- Unit Four** – Settlement Characteristics
- Unit Five** – Community Helpers
- Unit Six** – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington
- Unit Seven** – Cultural Traditions
- Unit Eight** - Time Order - Timelines, Landforms and Water Forms
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- Unit Ten** - Wants and Needs
- Unit Eleven** - Goods and Consumers
- Unit Twelve** - Currency

Unit Title

Time Order - Timelines

Unit Summary

This unit teaches about past, present and future events. Students will learn about timelines.

Unit Essential Questions

1. How do I show the order of time?

Key Understandings

1. Time order
2. Past, present and future

Focus Standards Addressed in the Unit

8.3.K.CDemonstrate an understanding of time order.

Important Standards Addressed in the Unit

Misconceptions

Lack of understanding of the passage of time and vocabulary used to describe time

Proper ConceptionsUnderstanding of the difference between past, present and future

Concepts

Things in the past have already happened
Things in the present are happening now
Things in the future have not happened yet
The role of a timeline in showing time order

Competencies

Students will be able to describe past, present and future events.
Students will be able to create a timeline to show time order.

Vocabularypast, present, future, timeline

Assessments:Student-created timeline

Suggested Strategies to Support Design of Coherent Instruction*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

Read the Journey's text, "Benjamin Franklin, Inventor".
Show examples of historical and personal timelines.
Students will create a timeline of their own life.

Differentiation:Differentiate the level of complexity of timeline completion (draw pictures/add photographs, label, write sentences).

Interdisciplinary Connections:ELA Journey's text "Benjamin Franklin, Inventor", other nonfiction texts

Additional Resources:

-Examples of timelines
-Timeline template

Created By:Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 9: Landforms and Water Forms

Subject
Social Studies

Grade
Kindergarten

Unit
Landforms and Water Forms

Suggested Timeline
February - 2-4 lessons

Grade Level Summary

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Grade Level Units

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Unit Twelve - Currency

Unit Title

Landforms and Water Forms

Unit Summary

This unit teaches students about landforms and bodies of water.

Unit Essential Questions

1. What are some physical characteristics of our land?
2. What are different bodies of water?
3. What are landforms and bodies of water in our community?

Key Understandings

1. Landforms and bodies of water

Focus Standards Addressed in the Unit

7.2.K.BIdentify land and water forms.

Important Standards Addressed in the Unit

7.4.K.AIdentify local bodies of water and landforms to gain an understanding of their impact on the local community.

Misconceptions

- Confusion about the differences between similar landforms and bodies of water (hills vs. mountains, rivers vs. oceans).

Proper Conceptions

- Know the names and differences of landforms and bodies of water.
-

Concepts

Physical characteristics of landforms
Physical characteristics of bodies of water
Local landforms and bodies of water

Competencies

Students will identify various landforms and their physical features.
Students will identify oceans, rivers and lakes.
Students will identify landforms and bodies of water where they live.

Vocabulary

landform, hill, mountain, valley, plain, ocean, river, lake

Assessments:

Draw and label a map of landforms and bodies of water.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Watch videos related to landforms and bodies of water.
Read the Journey's text, "Exploring Land and Water".
Show students picture representations of landforms and bodies of water.
Allow students to label pictures of landforms and bodies of water.

Differentiation:

Students can either write labels or verbally label landforms and bodies of water.

Interdisciplinary Connections:

ELA - Journey's text, "Exploring Land and Water"
Writing
Art

Additional Resources:

-Brain Pop, Jr. videos, "Landforms" and "Continents and Oceans"
-Landforms/Bodies of water worksheets

Created By:

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Social Studies / Kindergarten

Unit 10: Wants and Needs

Subject
Social Studies

Grade
Kindergarten

Unit
Wants and Needs

Suggested Timeline
February - 2 lessons

Grade Level Summary

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Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

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Unit Nine - Landforms and Water Forms

Unit Ten - Wants and Needs

Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title

Wants and Needs

Unit Summary

This unit teaches students the difference between something that they want and something that they need.

Unit Essential Questions

1. What is the difference between a need and a want?
2. How do people make choices based on their needs?
3. How does a shortage in supply influence our choices (scarcity)?

Key Understandings

1. Difference between wants and needs

Focus Standards Addressed in the Unit

6.1.K.B	Identify family wants and needs.
6.4.K.D	Identify individual wants and needs.

Important Standards Addressed in the Unit

6.1.K.C	Identify choices to meet needs.
6.1.K.D	Identify a choice based on family interest.
6.1.K.A	Identify how scarcity influences choice.
6.2.K.C	Identify advertisements that encourage use to buy things.

Misconceptions

- The idea that the things they want are actually things they need.

Proper Conceptions

- Proper understanding that we have basic needs such as food, water, clothing and shelter.
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Concepts

Needs of a family
Wants of a family
Making choices based on needs
Making choices based on shortage in supply

Competencies

Students will understand that there are basic needs and things that they want.
Students will understand that sometimes they need to make choices based what they need and/or shortage in supply.

Vocabulary

want, need

Assessments:

Sort wants and needs

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Watch a video explaining wants and needs.
Read texts where characters who make choices based on what they need.
Allow students to sort things that are wants and things that are needs.

Differentiation:

Provide hands-on need/want situations. Role-play scenarios.

Interdisciplinary Connections:

ELA texts
Math - sorting

Additional Resources:

-Brain Pop, Jr. video, "Needs and Wants"
-Pigeon books
-Needs vs. Wants sorting activities and worksheets

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 11: Goods and Consumers

Subject
Social Studies

Grade
Kindergarten

Unit
Goods and Consumers

Suggested Timeline
March - 1-2 lessons

Grade Level Summary

The Kindergarten Social Studies curriculum focuses on giving students a broad understanding of local history, geography, economics and community members. Students will also learn about personal, home, and school responsibilities. Two additional areas of study include historical figures and cultural traditions. This curriculum framework aligns with the Pennsylvania Standards in History, Civics and Government, Economics and Geography.

Grade Level Units

- Unit One** – Classroom Rules and Responsibilities, School Citizenship
- Unit Two** – Positions of Authority at School, Roles of Family Members
- Unit Three** – Map Skills
- Unit Four** – Settlement Characteristics
- Unit Five** – Community Helpers
- Unit Six** – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington
- Unit Seven** – Cultural Traditions
- Unit Eight** - Time Order - Timelines, Landforms and Water Forms
- Unit Nine** - Landforms and Water Forms
- Unit Ten** - Wants and Needs
- Unit Eleven** - Goods and Consumers
- Unit Twelve** - Currency

Unit Title

Goods and Consumers

Unit Summary

This unit teaches students about goods and consumers.

Unit Essential Questions

1. What is a good?
2. What is a consumer?

Key Understandings

1. Examples of goods
2. Definition of a consumer

Focus Standards Addressed in the Unit

6.2.K.A	Identify goods and consumers.
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Important Standards Addressed in the Unit

6.3.K.D	Identify products produced in the region or state.
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6.5.K.C	Identify goods and services provided by local businesses.
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6.2.K.C	Identify advertisements that encourage use to buy things.
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Misconceptions	Proper Conceptions
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Concepts	Competencies	Vocabulary
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Understanding of goods as things that can be made or grown Understanding of consumers as people who use goods	Students will be able to provide examples of goods. Students will be able to describe what a consumer does.	good, consumer
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Assessments:

Sort things that are goods and not goods (services, but don't use the word).
Ticket out the door

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Watch a video about goods and consumers.
Have a class discussion to talk about examples of goods and consumers.
Show examples of goods.

Differentiation:

Vary the level of response given during assessment.

Interdisciplinary Connections:

Math - sorting

Additional Resources:

-Brain Pop, Jr. video, "Goods and Services"
-Sorting manipulatives

Created By:

Ashley Baechtle and Amy Albert



Social Studies / Kindergarten

Unit 12: Currency

Subject
Social Studies

Grade
Kindergarten

Unit
Currency

Suggested Timeline
End of Year - 6 lessons

Grade Level Summary

The Kindergarten Social Studies curriculum focuses on giving students a broad understanding of local history, geography, economics and community members. Students will also learn about personal, home, and school responsibilities. Two additional areas of study include historical figures and cultural traditions. This curriculum framework aligns with the Pennsylvania Standards in History, Civics and Government, Economics and Geography.

Grade Level Units

Unit One – Classroom Rules and Responsibilities, School Citizenship

Unit Two – Positions of Authority at School, Roles of Family Members

Unit Three – Map Skills

Unit Four – Settlement Characteristics

Unit Five – Community Helpers

Unit Six – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington

Unit Seven – Cultural Traditions

Unit Eight - Time Order - Timelines, Landforms and Water Forms

Unit Nine - Landforms and Water Forms

Unit Ten - Wants and Needs

Unit Eleven - Goods and Consumers

Unit Twelve - Currency

Unit Title
Currency

Unit Summary

This unit teaches students about different types of money and how to purchase items.

Unit Essential Questions

1. What types of currency do we use?
2. How do people use money to make purchases?

Key Understandings

1. Types of currency
2. Buying things using currency

Focus Standards Addressed in the Unit

6.2.K.D

Identify currency and how it is used.

Important Standards Addressed in the Unit

Misconceptions

- Money grows on a tree.
- All currency is the same.

Proper Conceptions

- Money is earned by doing work.
 - Currency has different values.
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Concepts	Competencies	Vocabulary
Value of a penny Value of a nickel Value of a dime Value of a quarter Value of a dollar bill How to use money to buy things	Students will be able to identify and give the value of the different types of currency. Students will be able to describe how currency is used to make different purchases.	currency, penny, nickel, dime, quarter, dollar bill

Assessments:

One-on-one assessment of currency and their value
Have a store where students show how to make a purchase using currency

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read books about different types of currency.
Make anchor charts with descriptions of the different types of currency.
Show students real representations of money.
Compare and contrast coins.
Allow students to role-play using coins to make pretend purchases.

Differentiation:

Give students different amounts of money based on understanding of currency.
Different levels of coin representations (pictures, pretend coins, real coins)

Interdisciplinary Connections:

ELA - nonfiction currency texts, comparing and contrasting
Math

Additional Resources:

-Nonfiction currency texts
-Real and Pretend coins
-Venn diagram
-Play store materials

Created By:

Ashley Baechtle and Amy Albert
