

## Unit 1: Who We Are Kindergarten



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children will identify people who are important to them and come to realize that both home and school are places for sharing, caring, helping and learning.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"><li>• Children will identify a family unit and members of a family.</li><li>• Children will learn that family members get along by sharing, helping, being responsible and caring for each other.</li><li>• Children will identify items in the classroom and school and their location after several days of touring the school with the teacher.</li><li>• Children will identify the need for rules in their school.</li></ul>	<ul style="list-style-type: none"><li>• Big Book 1, Lesson 1- Who is in a Family? Pp. 20-21</li><li>• Big Book 1, Lesson 3- How do people in a family get along? Pp. 28-29</li><li>• Big Book 1, Lesson 4- Where can you find things? Pp. 32-33</li><li>• Big Book 1, Lesson 5- Why do we need rules at school? Pp. 36-37</li><li>• Big Book 1, Lesson 7- Who helps us at school? Pp. 44-45</li></ul>	<p><b>United Streaming:</b></p> <p>All About Families</p>

# Unit 1: Who We Are Kindergarten



## Assessment Options

### Formal Assessment

Unit Review, TE p. 49  
 Unit 1 Test, Assessment Book, pp. 1-4

### Informal Assessment

Teacher Edition Questions, throughout Lessons and Features  
 Close and Assess, TE pp. 21, 25, 29, 33, 37, 41, 45

### Portfolio Assessment

Portfolio Assessment, TE pp. 9, 49  
 Leveled Practice, TE pp. 22, 26, 30, 34, 38, 42, 46  
 Workbook, pp. 1-9  
 Curriculum Connection: Writing, TE pp. 11, 15, 22, 26, 30, 33, 38, 42, 45

### Performance Assessment

Hands-on Unit Project (Unit 1 Performance Assessment), TE pp. 47, 50

### Ability-based Performance Tasks

Unit Project- Make a Paper Doll

### Traditional Tests

Content Assessment- Assessment Book pg. 3-4

## PA Standards/Career Standards

### History

- 8.1.3.C Understanding fundamentals of historical interpretation- Illustrations in historical stories
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history-Politics (e.g., rules, regulations, laws)
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history-Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)

### Civics and Government

- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship- Personal responsibilities
- 5.2.3.B Identify personal rights and responsibilities
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them
- 5.3.3.C Identify reasons for rules and laws in the school and community
- 5.3.3.E Identify positions of authority at school and in local, state and national governments

### Geography

- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics- Ethnicity of people in the local community (e.g., customs, celebrations, languages, religions)

### Career Standards

- 13.1.3.A Recognize that individuals have unique interests.
- 13.1.3.C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.
- 13.3.3.B Identify how to cooperate at both home and school.
- 13.3.3.C Explain effective group interaction terms.
- 13.3.3.F Identify the changes in family and friend's roles at home, school, and in the community.



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children explore communities by taking a closer look at some of the people and places found there. They learn about different community helpers and how they meet the needs of the people who live in the community by providing services. They also learn that communities can be large or small and that all settings-city, country, and suburbs-have communities.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"><li>• Children will describe people and places in the community.</li><li>• Children will identify maps as different representations of Earth.</li><li>• Children will develop an awareness that a map is a drawing of a place to show where things are located.</li><li>• Children will demonstrate that being a good citizen involves taking turns, following rules and understanding the consequences of breaking rules.</li><li>• Recognize the need for rules and laws.</li></ul>	<ul style="list-style-type: none"><li>• Big Book 2-Lesson 1- What is a neighborhood? Pg. 70-71</li><li>• Big Book 2- Lesson 2- What does a map show? Pg. 74-75</li><li>• Big Book 2- Lesson 4- Why do we have rules? Pg. 82-83</li><li>• Big Book 2- Lesson 5- Who helps out a community? Pg. 86-87</li><li>• Big Book 2- Lesson 7- How does your community celebrate? Pg. 94-95</li></ul>	<p><b>United Streaming:</b></p> <p>Neighborhoods: Understanding Where We Live</p> <p>A Kid's Guide to Rules</p>

## Unit 2: Communities Kindergarten



Assessment Options	PA Standards/Career Standards
<p><b>Formal Assessment</b></p> <p>Unit Review, TE pp. 99-100            Unit 2 Test, Assessment Book. Pp. 5-8</p> <p><b>Informal Assessment</b></p> <p>Teacher Edition Questions, throughout Lessons and Features            Close and Assess, TE pp. 71, 75, 79, 83, 87, 91, 95</p> <p><b>Portfolio Assessment</b></p> <p>Portfolio Assessment, TE pp. 59, 99            Leveled Practice, TE pp. 72, 76, 80, 84, 88, 92, 96            Workbook, pp. 10-18            Curriculum Connection Writing, TE pp. 71, 80, 92</p> <p><b>Performance Assessment</b></p> <p>Hands-on Unit Project (Unit 2 Performance Assessment), TE pp. 59, 100            Scoring Guide, TE pp. 97, 100</p> <p><b>Ability-based Performance Tasks</b></p> <p>Unit Project- Make Worker Vehicles pg. 100</p> <p><b>Traditional Tests</b></p> <p>Content Assessment pg. 7-8- Assessment Book</p>	<p><b>History</b></p> <p>8.1.3. A. Understand chronological thinking and distinguish between past, present and future time-•Events (time and place)            8.1.3. B. Develop an understanding of historical sources-•Visual data from maps and tables            8.2.3. C. Identify and describe how continuity and change have influenced Pennsylvania history- Politics (e.g., rules, regulations, laws)</p> <p><b>Civics and Government</b></p> <p>5.1.3. B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.            5.1.3. C. Define the principles and ideals shaping government-Citizenship            5.2.3. D. Identify the importance of political leadership and public service in the school, community, state and nation.            5.2.3. F. Explain the benefits of following rules and laws and the consequences of violating them.            5.3.3. C. Identify reasons for rules and laws in the school and community            5.3.3. D. Identify services performed by the local, state and national governments            5.3.3. G. Explain why being treated fairly is important.</p> <p><b>Geography</b></p> <p>7.1.3. A. Identify geographic tools and their uses-Characteristics and purposes of different geographic representations-Maps and basic map elements            7.1.3.A Identify geographic tools and their uses-•Mental maps to describe the human and physical features of the local area            7.1.3.B. Identify and locate places and regions-Physical features-Local Community            7.3.3.A. Identify the human characteristics of places and regions by their population characteristics- Human movement in the local community (e. g., mobility in daily life, migration)            7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics- Ethnicity of people in the local community (e. g., customs, celebrations, languages, religions)            7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics- Types of settlements (e. g., villages, towns, suburbs, cities, metropolitan areas)</p> <p><b>Economics</b></p> <p>6.2.3. I. Identify goods and services produced by the government (e. g., postal service, food inspection).</p> <p style="text-align: center;"><b>Career Standards</b></p> <p>13.1.3.A Recognize that individuals have unique interests.            13.1.3.C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.            13.1.3.H Explain how workers in their careers use what is learned in the classroom.            13.3.3.B Identify how to cooperate at both home and school.            13.3.3.D Explain the effective group interaction terms.            13.4.3.C Describe age-appropriate entrepreneurial opportunities.</p>



Teacher Notes	Teacher Notes	Teacher Notes



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children will learn about the different kinds of work people do. They will learn that people work to earn money and have choices about how they spend their money. Children also learn that people earn money to pay for the things they need-food, clothing, and shelter-as well as the things they may want.</p> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different kinds of jobs.</li> <li>• Match simple descriptions of work that people do with the names of those jobs.</li> <li>• Explain why people hold different jobs.</li> <li>• Describe life in the present and in the past and begin to recognize that things change over time.</li> <li>• Through historical stories, compare people, objects and events of today and long ago.</li> <li>• Explain that people work to earn money to buy things they need or want.</li> <li>• Identify the difference between basic needs and wants.</li> <li>• Recognize that people use money to purchase goods.</li> <li>• Identify types of food, clothing and shelter used by people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Big Book 3, Lesson 1- What is your job? Pg. 120-121</li> <li>• Big Book 3, Lesson 2- What do you want to be? Pg. 124-125</li> <li>• Big Book 3, Lesson 3- How have jobs changed? Pg. 128-129</li> <li>• Big Book 3, Lesson 4- How do people earn money? Pg. 132-133</li> <li>• Big Book 3, Lesson 7- What do you need? What do you want? Pg. 144-145</li> <li>• Big Book 3, Lesson 8- What do we need? Food! Pg. 148-149</li> <li>• Big Book 3, Lesson 9- What do we need? Clothing! Pg. 152-153</li> <li>• Big Book 3, Lesson 10- What do we need? Shelter! Pg. 156-157</li> </ul>	<p><b>United Streaming:</b></p> <p>How our Economy Works: All About Earning and Spending Money</p> <p>Difference Between Wants and Needs</p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessment**

Unit Review, TE p. 165  
 Unit 3 Test, Assessment Book, pp. 9-12

**Informal Assessment**

Teacher Edition Questions, throughout Lessons and Features  
 Close and Assess, TE pp. 121, 125, 129, 133, 137, 141, 145, 149, 153, 157, 161

**Portfolio Assessment**

Portfolio Assessment, TE pp. 109, 165  
 Leveled Practice, TE pp. 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 152  
 Workbook, pp. 19-31  
 Curriculum Connection Writing, TE pp. 113, 142, 154, 162

**Performance Assessment**

Hands-on Unit Project (Unit 3 Performance Assessment), TE pp. 109, 166  
 Scoring Guide, TE pp. 163, 166

**Ability-based Performance Tasks**

Unit Project- Make a Class Quilt

**Traditional Tests**

Content Assessment- Assessment book pg. 11-12

**History**

8.1.3.A Understand chronological thinking and distinguish between past, present and future time.  
 8.1.3.D Understand historical research.  
 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history

**Civics and Government**

5.2.3A Identify examples of the rights and responsibilities of citizenship  
 5.2.3.B Identify personal rights and responsibilities.  
 5.3.3.D Identify services performed by the local, state and national governments.  
 5.3.3.E Identify positions of authority at school and in local, state and national governments.

**Geography**

7.2.3.A Identify the physical characteristics of places and regions.  
 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.  
 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.  
 7.4.3.A Identify the impacts of physical systems on people.

**Economics**

6.1.3.C Identify local economic activities.  
 6.2.3.A Define and identify goods, services, consumers and producers.  
 6.2.3.C Identify and compare means of payment.  
 6.2.3.I Identify goods and services produced by the government (e. g., postal service, food inspection).  
 6.3.3.B Define and identify wants of different people.  
 6.4.3.D Identify local resources.  
 6.5.3.A Explain why people work to get goods and services.  
 6.5.3.B Identify different occupations.  
 6.5.3.C Describe businesses that provide goods and businesses that provide services.

**Career Standards**

13.1.3.D Identify the range of jobs available in the community.  
 13.1.3.E Describe the work done by school personnel and other individuals in the community.  
 13.3.3.D Explain how money is used.





**Teacher Notes**

**Teacher Notes**

**Teacher Notes**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children will explore Earth. They learn about the four seasons and the kinds of weather Earth experiences. They explore Earth’s natural environment to learn about forests, mountains, plains, and oceans. They also learn that maps are models of Earth. They learn that maps can show areas of land and water and that a map key can help them identify other map features.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how seasonal changes affect people and the environment</li> <li>• Recognize seasonal changes</li> <li>• Identify things in the natural environment that are important to one ‘s self.</li> <li>• Describe common characteristics of forests, plains, mountains and oceans.</li> <li>• Use simple maps to show where things are located, describe places and locate land and water features.</li> <li>• Identify map symbols for land and water</li> <li>• Identify the state one lives in.</li> <li>• Identify the American Flag.</li> <li>• Give examples of ways that people can help keep their environment clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Book 4, Lesson 2- What are the seasons?</li> <li>• Big Book 4, Lesson 3- What are forests like?</li> <li>• Big Book 4, Lesson 4- What are plains like?</li> <li>• Big Book 4, Lesson 5- What are mountains like?</li> <li>• Big Book 4, Lesson 6- What are oceans like?</li> <li>• Big Book 4, Lesson 7- What does a map show?</li> <li>• Big Book 4, Lesson 8- What does a map of our country look like?</li> <li>• Big Book 4, Lesson 9- What does a map of the world look like?</li> <li>• Big Book 4, Lesson 11- How can we help the Earth?</li> </ul>	<p><b>United Streaming:</b></p> <p>Seasons</p> <p>Understanding Maps: Keys to Everywhere</p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessment**

Unit Review, TE p. 231  
 Unit 4 Test, Assessment Book, pp. 13-16

**Informal Assessment**

Teacher Edition Questions, throughout Lessons and Features  
 Close and Assess, TE pp. 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227

**Portfolio Assessment**

Portfolio Assessment, TE pp. 175, 231  
 Leveled Practice, TE pp. 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228  
 Workbook, pp. 32-44  
 Curriculum Connection Writing, TE pp. 176, 192, 203, 208, 230

**Performance Assessment**

Hands-on Unit Project (Unit 4 Performance Assessment), TE pp. 175, 232  
 Scoring Guide, TE pp. 229, 232

**Ability-based Performance Tasks**

Unit Project- Plan a Picnic pg. 232

**Traditional Tests**

Content Assessment- Assessment Book pg. 15-16

**History**

8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.  
 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.

**Civics and Government**

5.1.3.C Define the principles and ideals shaping government.  
 5.1.3.G Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.  
 5.1.3.K Identify symbols and political holidays.

**Geography**

7.1.3.A Identify geographic tools and their uses.  
 7.1.3.B Identify and locate places and regions.  
 7.2.3.A Identify the physical characteristics of places and regions.  
 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.  
 7.3.3.D Identify the human characteristics of places and regions by their economic activities.  
 7.3.3.E Identify the human characteristics of places and regions by their political activities.  
 7.4.3.B Identify the impacts of people on physical systems.

**Economics**

6.2.3.E Identify who supplies a product and who demands a product.  
 6.4.3.C Explain why goods, services and resources come from all over the nation and the world.  
 6.4.3.D Identify local resources.

**Career Standards**

Does not apply



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 5: Celebrations  
 Kindergarten**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children explore the United States of America. They learn about symbols that are important to the United States and to their own home states. They learn about first Americans and the explorers that later came from Europe. Children talk about ways in which people celebrate our country and its past through holidays such as Martin Luther King, Jr. Day, President’s Day, Independence Day, and Thanksgiving. Finally, they learn how our country has grown and changed by looking at ways in which travel has changed and ways in which cities grow and change.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the United States flag, the Pledge of Allegiance, and that the President is the leader of the United States.</li> <li>• Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories and historical accounts.</li> <li>• Listen to videos, and discuss stories, poems and other media about people and events prior to 1880 honored in commemorative holidays.</li> <li>• Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Book 5, Lesson 1- What are some symbols of our country? 252-254</li> <li>• Big Book 5, Lesson 2- Who were the first Americans? 256-258</li> <li>• Big Book 5, Lesson 4- How has Thanksgiving changed? 264-266</li> <li>• Big Book 5, Lesson 5- How do we celebrate our country? 268-270</li> </ul>	<p><b>United Streaming:</b></p> <p>Holiday Facts and Fun: Thanksgiving</p>

## Unit 5: Celebrations Kindergarten



### Assessment Options

#### Formal Assessment

Unit Review, TE p. 279-282  
 Unit 5 Test, Assessment Book, pp. 17-20

#### Informal Assessment

Teacher Edition Questions, throughout Lessons and Features  
 Close and Assess, TE pp. 253, 257, 261, 265, 269, 273, 277

#### Portfolio Assessment

Portfolio Assessment, TE pp. 241, 281  
 Leveled Practice, TE pp. 254, 258, 262, 266, 270, 274, 278  
 Workbook, pp. 45-53  
 Curriculum Connection Writing, TE pp. 242, 247, 280

#### Performance Assessment

Hands-on Unit Project (Unit 5 Performance Assessment), TE pp. 241, 282  
 Scoring Guide, TE pp. 279, 282

#### Ability-based Performance Tasks

Unit Project- Make a United States Flag pg. 282

#### Traditional Tests

Content Assessment- Assessment Book pp. 17-20

### PA Standards/Career Standards

#### History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3. D Understand historical research.
- 8.2.3.A Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.3.3.A Identify contributions of individuals and groups to United States history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history.

#### Civics and Government

- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.E Identify documents of United States government.
- 5.1.3.G Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.
- 5.1.3.K Identify symbols and political holidays.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.3.3.B Identify the role of the three branches of government.
- 5.3.3.E Identify positions of authority at school and in local, state and national governments.

#### Geography

- 7.1.3.B Identify and locate places and regions.
- 7.4.3.A Identify the impacts of physical systems on people.

#### Economics

- 6.2.3.L Explain why most countries create their own form of money.

#### Career Standards

Does not apply

Unit 5: Celebrations  
Kindergarten



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 6: Family Stories**  
**Kindergarten**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>Children explore Family Stories by examining the families in the Big Book and by talking about families with the class. Children learn that families are alike and different in many ways. They learn that families make each day special by working, playing and learning together. They find out that families have different ways of having fun together and may like to visit different places. Children also learn that families celebrate many kinds of events and may have different ways of celebrating. Finally, they talk about the ways things have changed from when their parents or grandparents were young, and they begin to explore family traditions by talking about the special foods that families eat.</p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify ways in which people are alike and different</li> <li>• Distinguish likenesses and differences among individuals and families</li> <li>• Identify and compare similarities and differences in families in other places.</li> <li>• Identify and compare family customs.</li> <li>• Through historical stories, compare people, objects and events of today and long ago.</li> <li>• Describe everyday life in the present and in the past and begin to recognize that things change over time.</li> <li>• Describe aspects of families</li> </ul>	<ul style="list-style-type: none"> <li>• Big Book 6, Lesson 1- How are we alike? How are we different? Pp. 302-303</li> <li>• Big Book 6, Lesson 3- How do families celebrate? Pp. 310-311</li> <li>• Big Book 6, Lesson 4- How have things changed? Pp. 314-315</li> <li>• Big Book 6, Lesson 6- How do families have fun together? Pp. 322-323</li> </ul>	<p><b>United Streaming:</b></p> <p>How We're Different and Alike</p>



## Unit 6: Family Stories Kindergarten



### Assessment Options

#### Formal Assessment

Unit Review, TE p. 329  
 Unit 6 Test, Assessment Book, pp. 21-24

#### Informal Assessment

Teacher Edition Questions, throughout Lessons and Features  
 Close and Assess, TE pp. 303, 307, 311, 315, 319, 323, 327

#### Portfolio Assessment

Portfolio Assessment, TE pp. 291, 329  
 Leveled Practice, TE pp. 304, 308, 312, 316, 320, 324, 328  
 Workbook, pp. 54-62  
 Curriculum Connection Writing, TE pp. 304, 308, 312, 323, 324, 328

#### Performance Assessment

Hands-on Unit Project (Unit 6 Performance Assessment), TE pp. 291, 332  
 Scoring Guide, TE pp. 329, 332

#### Ability-based Performance Tasks

Unit Project: Make a Stick-Puppet Family pg. 332

#### Traditional Tests

Content Assessment: Assessment Book pg. 21-24

### PA Standards/Career Standards

#### History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.C Understand fundamentals of historical interpretation.
- 8.2.3.C Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)
- 8.3.3.C Identify important changes in United States history ( e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement)

#### Geography

- 7.1.3.A Identify geographic tools and their uses. Characteristics and purposes of different geographic representations-Graphs.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.

#### Career Standards

Does not apply

Unit 6: Family Stories  
Kindergarten



Teacher Notes	Teacher Notes	Teacher Notes