KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Kindergarten Social Studies Curriculum

Table of Contents	
Unit #	***Title***
1	*Citizenship and Law*
2	*Economics*
3	*Geography*
4	*History*

Return to Table of Contents

Unit #/Title	1/Citizenship and Law	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

5.1.K.A. Explain the purpose of rules.
5.1.K.B. Explain the need for rules.
5.1.K.C. Define respect for self and others.
5.1.K.E. Demonstrate responsibilities in the classroom.
5.1.K.F. Identify significant American holidays and their symbols.
5.2.K.A Identify responsibilities at school.
5.2.K.B. Identify a problem and discuss possible solutions.
5.2.K.C. Identify classroom projects/activities that support leadership and service.
5.2.K.D. Explain responsible classroom behavior.
5.3.K.B. Identify the role of adults in authority at home or in school.
5.3.K.C. Identify roles of firefighters, police officers, and emergency workers.
5.3.K.F. Identify and explain behaviors for responsible classroom citizens.
5.4.K.A. Identify conflict in the classroom.
5.4.K.B. Identify how students can work together.

Big Ideas

- Citizens show respect for others and act responsibly.
- Rules serve communities and the common good.
- Active members serve a role in the community (firefighters, police officers, emergency workers)

Essential Questions

- Why do we have rules and what happens when we don't follow them?
- How do others help me in my community?
- How do I show respect and responsibility in my school?

Content

- Rules have a purpose in the classroom and school. Classroom rules: Be respectful, be responsible, be safe.
- The US flag, Pledge, and patriotic songs are all symbols of our nation.
- Community helpers keep our community safe.

Skills

- Provide examples of appropriate behaviors/choices, as well as define consequences for inappropriate actions/choices.
- Identify roles of local community helpers.
- Recite the pledge and recognize the USA flag.

Unit #/Title	2/Economics	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

6.1.K.A Identify how scarcity influences choice.
6.1.K.B. Identify family wants and needs.
6.1.K.C. Identify choices to meet needs.
6.1.K.D. Identify a choice based on family interest.
6.2.K.A. Identify goods and consumers.
6.2.K.C. Identify advertisements that encourage us to buy things.
6.2.K.D. Identify currency and how it is used.
6.3.K.D. Identify products produced in the region or state.
6.4.K.A. Identify the specialized role performed by each member of the family.
6.4.K.D. Identify individual wants and needs.
6.5.K.A. Identify individuals who volunteer in the community
6.5.5KC. Identify goods and services provided by local businesses.

Big Ideas	Essential Questions
• There is a difference between a want and a need. • Local businesses provide goods and services to fulfill our wants and needs. • Money is used to purchase goods and services.	• What is the difference between a want and a need? • What goods and services are provided by local businesses to meet your/your family's wants and needs?
Content	**Skills**
• Needs fulfill basic necessities for life and wants are not necessary for survival. • Good and services can be purchased from local businesses	• Identify personal and family needs and wants. • Describe how people differ in their wants and needs. • Recognize currency: coins/dollar bills.

Unit #/Title	3/Geography	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

7.1.K.A. Interpret a simple map of a known environment.
7.1.K.B. Describe the location of places in the home, school, and community to gain an understanding of relative location.
7.2.K.A. Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.
7.2.K.B. Identify land and water forms.
7.3.K.A. Describe how weather affects daily life.
7.4.K.A. Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

Big Ideas	Essential Questions
• Weather impacts our daily lives.	• How does the weather impact my life? • How can I describe the location of my home, school, and community?
Content	**Skills**
• Weather is different in various locations and times of the day. • Weather affects what clothes we wear, the shelters we build, and the food we grow in our environments. • Places have locations relative to each other.	• Describe the daily weather. • Describe how the weather affects the way we live. • Describe the location of your home/school/ community.

Unit #/Title	4/History	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

8.1.K.A. Identify chronological sequence through days, weeks, months, and years (calendar time).
8.1.K.B. With guidance and support, differentiate facts from opinions as related to an event.
8.1.K.C. Explain how to locate information in a source.
8.2.K.A. Identify people in authority.
8.2.K.B. Examine photographs of documents, artifacts, and places unique to Pennsylvania.
8.2.K.D. Demonstrate an understanding of conflict.
8.3.K.A. Identify American people related to national holidays.
8.3.K.B. Identify documents and artifacts important to the classroom community.
8.3.K.C. Demonstrate an understanding of time order.
8.4.K.A. Explain how cultures celebrate.
8.4.K.C. Identify different celebrations of different cultures from around the world.
8.4.K.D. Demonstrate an understanding of conflict and cooperation.

Big Ideas

- Cultures celebrate significant events in their history in their own way.
- There is a chronological sequence through days, weeks, months and years.
- American people past and present help shape our country.
- There is an importance to cooperation and dealing with conflict.

Essential Questions

- Why don't people get along?
- How do other cultures celebrate significant events?
- How does the chronology of time help people plan for their everyday lives?
- How do/did American people past and present help shape our country?
- Why is it good to work together?

Content

- George Washington, Abraham Lincoln, Martin Luther King Jr., were all important figures in our history.
- Some major cultures in the USA celebrate winter holidays in various ways (Hanukkah, Kwanzaa, Christmas)
- There is a pattern to the calendar sequence.

Skills

- Identify solutions to dealing with a problem.
- Identify the pattern of sequence on the calendar.
- Describe the various cultural celebrations of the winter holidays.
- Identify important American people.