

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: Kimberly Helm and Stephanie Hicks

Curriculum Map

<u>August:</u>	School Rules
<u>September:</u>	School Rules
<u>October:</u>	Economics Science (Topic 3)
<u>November:</u>	Community Helpers & Weather Science (Topic 4)
<u>December:</u>	Holidays Around the World
<u>January:</u>	Science (Topic 1)
<u>February:</u>	American Symbols Science (Topic 2)
<u>March:</u>	Weather
<u>April:</u>	Economics Science (Topic 5)
<u>May:</u>	Science (Topic 6)
<u>Throughout Year:</u>	Classroom Community, History

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: Classroom Community Embedded in Reading Curriculum

Time frame: Full School Year

State Standards: 5.2.K.B, 5.4.K.A, 5.4.K.B, 8.2.K.D, 8.4.K.D

Essential content/objectives: Students will be able to:

- Identify conflict in the classroom
- Identify how students can work together
- Demonstrate an understanding of conflict and cooperation

Core Activities: Students will complete/participate in:

- Discussions around conflict in the classroom
- Problem solving role play
- Cooperating with others in the classroom
- Complete HMH Into Reading Lessons
- Design and explain classroom rules and consequences

Extensions:

- Make cards for people in the community
- Additional learning station opportunities

Remediation:

- Daily reminders of classroom rules and consequences
- Model cooperation and sharing

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction
- Group Role Play

Materials:

- Reading Series Read Alouds
- Reading Intervention Centers (group work)
- Second Step/ Guidance Lessons

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- Additional Read Alouds
- Seven Habits of Happy Kids by Sean Covey (Read aloud, [videos](#) and activities)
- [Our Class is a Family](#)
- [Julia Cook Series](#)

Assessments:

- Reading Series Comprehension Assessments
- Formative assessment

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: History Embedded in Reading Curriculum

Time frame: Full School Year

State Standards: 8.1.K.B, 8.1.K.C, 8.3.K.C

Essential content/objectives: Students will be able to:

- With guidance and support differentiate facts from opinions as related to an event
- Explain how to locate information in a source
- Demonstrate an understanding of time order

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

- Identify facts and opinions related to given examples or real life events
- Give examples of a fact and opinion
- Use resources to get information on a topic
- Research and write about a topic

Extensions:

- Opportunities to read challenging text
- Additional learning station opportunities

Remediation:

- One on one direct teacher instruction
- Small group instruction
- Differentiated writing assignment for research project

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction

Materials:

- Reading Series Read Alouds
- Reading Intervention Centers (group work)
- Writing Curriculum

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- Additional Read Alouds
- [Ocean Animals Slides](#) (Please make a copy and save to your drive)
- [Habitats and Biomes Slides](#) (Please make a copy and save to your drive)
- Fact & Opinion Anchor Chart (Module 8 Week 3)
- Sequence Anchor Chart (Module 8 Week 1- Lesson 3 & Module 8 Week 3- Lesson 13)
- [There Was an Old Lady Series](#)

Assessments:

- Reading Series Comprehension Assessments
- Research writing assignment
- Formative assessments (classroom discussion, teacher observation)

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: School Rules Embedded in Reading Curriculum

Time frame: August/September

State Standards: 5.1.K.A, 5.1.K.B, 5.1.K.C, 5.1.K.E, 5.2.K.A, 5.2.K.D, 5.3.K.F, 8.1.K.A, 8.3.K.B

Essential content/objectives: Students will be able to:

- Understand the purpose and need for classroom rules
- Define respect for self and others
- Demonstrate responsibilities in the classroom
- Identify responsibilities at school
- Explain responsible classroom behavior
- Identify and explain behaviors for responsible classroom citizens
- Identify documents and artifacts important to the classroom community

Core Activities: Students will complete/participate in:

- Discussions around rules in the classroom
- Problem solving role play
- Complete HMH Into Reading Lessons
- Design and explain classroom rules and consequences

Extensions:

- Second Step Lessons
- Play Follow the Leader

Remediation:

- Daily review of classroom rules
- Model cooperation and sharing

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction
- Group Role Play

Materials:

- Reading Series Read Alouds (Module 1 Books)
 - *Keisha Ann Can!*
 - *A Squiggly Story/ One Happy Classroom*
 - *Kindergarten Kids/School Bus*
 - *Schools Around the World/Annie, Bea, and Chi Chi Dolores*

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- [Wondergrove Kids Video Series](#)
- Additional Read Alouds
- Seven Habits of Happy Kids by Sean Covey (Read aloud, [videos](#) and activities)

Assessments:

- Reading Series Comprehension Assessments
- Formative assessments (classroom discussion, teacher observation)

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: Economics Embedded in Reading Curriculum

Time frame: October/April

State Standards: 6.1.K.A-D, 6.2.K.A, 6.2.K.C, 6.2.K.D, 6.3.K.D, 6.4.K.D, 6.5.K.C

Essential content/objectives: Students will be able to:

- Identify how scarcity influences choice (October)
- Identify family wants and needs (October)
- Identify choices to meet needs (October)
- Identify a choice based on family interest (October)
- Identify goods and consumers (April)
- Identify advertisements that encourage us to buy things (October)
- Identify currency and how it is used (April)
- Identify products produced in the region or state (April)
- Identify individual wants and needs (October)
- Identify goods and services provided by local businesses (April)

Core Activities: Students will complete/participate in:

- Complete HMH Into Reading Lessons
 - Discussions around choices to meet needs
 - Problem solving role play
 - Discussion around choices and how those choices affect others
 - Discussion around wants and needs
 - Discussion of goods and services provided by local businesses
 - Discussion on products produced in the region or state

Extensions: Additional learning station opportunities

Remediation:

- Modeling of classroom discussion
- One on one direct teacher instruction

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction
- Group Role Play

Materials:

- Reading Series Read Alouds:
 - *Naked Mole Rat Gets Dressed* (Module 2)
 - *PB & J Hooray* (Module 8)

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- Additional Read Alouds

Assessments:

- Reading Series Comprehension Assessments
- Formative assessments (classroom discussion, teacher observation)

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: Community Helpers Embedded in Reading Curriculum

Time frame: November

State Standards: 5.2.K.C, 5.3.K.B, 5.3.K.C, 6.4.K.A, 6.5.K.A, 7.1.K.A, 7.1.K.B, 7.2.K.A, 8.2.K.A

Essential content/objectives: Students will be able to:

- Identify classroom projects/activities that support leadership and service
- Identify the role of adults in authority at home or in school
- Identify roles of firefighters police officers and emergency workers
- Identify the specialized role performed by each member of the family
- Identify individuals who volunteer in the community
- Interpret a simple map of a known environment
- Describe the location of places in the home, school, and community to gain an understanding of relative location
- Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features
- Identify people in authority

Core Activities: Students will complete/participate in:

- Complete HMH Into Reading Lessons
 - Discuss roles of adults at home or in school
 - Create a school map and classroom map
 - Identify people and their roles in the community

Extensions:

- Additional learning station opportunities
- Written description of created map

Remediation:

- Modeling of classroom discussion
- Scaffolded writing support
- One on one direct teacher instruction

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction
- Group Role Play

Materials:

- Reading Series Read Alouds (Module 2)
 - *I Am Rene, the Boy/Being Different Rocks!*
 - *I Like Myself/ ABC Like Me!*
 - *Naked Mole Rat Gets Dressed/Pete the Cat: Too Cool for School*
 - *Tiny Rabbit's Big Wish/My Friends*
- Writing Curriculum (maps of classroom/bedroom)
- Classroom treasure map activities

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- Additional Read Alouds
- Career Day/Firefighter visits

Assessments:

- Reading Series Comprehension Assessments
- Formative assessments (classroom discussion, teacher observation)
- Classroom map completion

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: Weather Embedded in Social Studies, Science & Reading

Time frame: November/March

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

Essential content/objectives: Students will be able to:

- Identify land and water forms (November)
- Describe how weather affects daily life (November)
- Identify local bodies of water and landforms to gain an understanding of their impact on the local community (March)

Core Activities: Students will complete/participate in:

- Complete HMH Into Reading Lessons and classroom discussions
- Complete school day forecast sheet
- Complete investigate labs from science series

Extensions:

- Higher level thinking questions
- Written explanations of concepts explored

Remediation:

- Address preconceptions
- Scaffolded discussion
- Modeling of classroom discussion
- Scaffolded writing support
- One on one direct teacher instruction

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction

Materials:

- Reading Series Read Aloud: *Up in the Gardens Down in the Dirt* (Module 8)
- Science Curriculum (Topic 4)

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos
- Wrap Up Videos
- Additional Read Alouds
- Science Online Resources
- Weather related crafts, experiments, and activities

Assessments:

- Reading Series Comprehension Assessments
- Formative assessments (classroom discussion, teacher observation)
- Science checkpoint questions
- Journal review

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: Holidays Around the World

Time frame: December

State Standards: 8.3.K.A, 8.4.K.A, 8.4.K.C

Essential content/objectives: Students will be able to:

- Identify American people related to national holidays
- Explain how cultures celebrate
- Identify different celebrations of different cultures from around the world

Core Activities: Students will complete/participate in:

- Classroom discussion on holidays and cultures
- Projects recognizing holidays, celebrations, and cultures from around the world

Extensions: Challenging independent text

Remediation:

- Modeling of classroom discussion
- One on one direct teacher instruction

Instructional Methods:

- Discussions (Whole and Small Group)
- Modeling
- Direct Instruction

Materials:

- Holiday Read Alouds
- Holidays Around the World Supplemental Worksheets

Resources:

- Scholastic News
- Holiday related crafts and activities
- Family holiday survey/take home project

Assessments: Formative assessments (classroom discussion, teacher observation)

Curriculum Scope & Sequence

Planned Course: Kindergarten Social Studies

Area of Study: American Symbols Embedded in Reading Curriculum

Time frame: February

State Standards: 5.1.K.F, 8.2.K.B

Essential content/objectives: Students will be able to:

- Identify Specific American holidays and their Symbols
- Examine photographs of documents, artifacts, and places unique to Pennsylvania

Core Activities: Students will complete/participate in:

- Completion of the Reading Series Activities
 - Classroom discussion on American holidays
 - Classroom discussion and identification of American symbols
 - Exploring specific Pennsylvania history

Extensions: Challenging independent text

Remediation:

- Modeling of classroom discussion
- One on one direct teacher instruction

Instructional Methods:

- Discussions (Whole and Small Group)
- Direct Instruction

Materials:

- Reading Series Read Alouds (Module 6)
 - *America the Beautiful/In Our Country*
 - *Take Me Out to the Yakyu/Take Me Out to the Ball Game*
 - *Martin Luther King, Jr./President's Day*
 - *Apple Pie 4th of July/Happy Birthday to the U.S.!*

Resources:

- Scholastic News
- Supplemental Worksheets
- Get Curious Videos & Wrap Up Videos
- Additional Read Alouds
- Theme related crafts

Assessments:

- HMH Into Reading Module Assessments
- Formative assessments (classroom discussion, teacher observation)