



SOUTHMORELAND SCHOOL DISTRICT

PRIMARY CENTER PROGRAM OF STUDIES 2026-2027

SOUTHMORELAND PRIMARY CENTER
1431 WATER STREET
ALVERTON, PA 15612
724-887-2026

*“CULTIVATING LIFELONG LEARNERS READY FOR AN
EVER-CHANGING WORLD”*



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*SOUTHMORELAND SCHOOL DISTRICT - "CULTIVATING LIFELONG LEARNERS READY FOR AN
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MISSION AND VISION

MISSION

In Southmoreland School District, we provide a safe, supportive, and adaptable learning environment dedicated to nurturing individual growth and fostering active citizenship. Our mission is to inspire each student to achieve personal excellence, encouraging their journey as lifelong learners, responsible community members, and engaged citizens in southwestern Pennsylvania and beyond.

VISION

**Cultivating Lifelong Learners Ready for an
Ever-Changing World**



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LANGUAGE ARTS

In both kindergarten and first grade our teachers incorporate explicit systematic instructional routines in their core reading instruction to support students' acquisition of phonemic awareness and phonics skills to promote reading decoding capacity.

Grade K ELA

At this level, it is expected that students will be able to identify book print and utilize book handling skills. They will identify upper and lower case letters and their corresponding sounds. Students will read selected curricular based sight and vocabulary words. Students will blend and segment selected curriculum based CVC and CVCe words. Students will read text and demonstrate comprehension.

Module Titles:

Module 1: Students will identify book print.

Module 2: Students will identify upper and lower case letters.

Module 3: Students will produce the sounds of each consonant, short and long vowel.

Module 4: Students will blend and segment selected curriculum-based CVC and CVCe words.

Module 5: Students will read selected curriculum-based sight words and vocabulary.

Module 6: Students will demonstrate comprehension of varied text.



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LANGUAGE ARTS

GradeK - Module Overviews:

Module 1: Students will identify book print.

Students will utilize book handling skills. They will demonstrate understanding of the organization and basic features of print. For example, not holding the book upside down, beginning at the front of the book, turning the pages correctly top to bottom. They will follow words left to right, top to bottom, and page by page. They will identify parts of a book (title, author) and parts of a text (beginning, end, details).

Module 2: Students will identify upper and lower case letters.

Students will verbally identify 26 uppercase and 26 lowercase letters independently as well as within the context of a word.

Module 3: Students will produce the sounds of each consonant, short and long vowel.

Students will verbally produce the sounds (phonemes) of the 21 consonant letters and 10 vowel sounds (short and long sounds). They will demonstrate basic knowledge of one-to-one letter-sound correspondence. They will associate the long and short sounds with common spellings for the five major vowels.



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LANGUAGE ARTS

GradeK - Module Overviews:

Module 4: Students will blend and segment selected curriculum-based CVC and CVCe words

Students will count, pronounce, blend, and segment syllables in spoken words (bat has 1 syllable, button has 2, watermelon has 4). They will blend and segment onsets and rimes of single-syllable spoken words (/b/, /at/ = bat). They will isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. They will recognize that spoken words are represented in written language by specific sequences of letters. They will know and apply grade-level phonics and word analysis skills in decoding words. They will distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Module 5: Students will read selected curriculum-based sight words and vocabulary

Students will be able to read grade-level high-frequency sight words with automaticity. Students will be able to read the sight words and vocabulary orally, independently in context and within a sentence.

Module 6: Students will demonstrate comprehension of varied text

Students will be able to, with prompting and support, identify the main idea and retell key details of text and answer questions about key details in a text. Identify parts of a book (title, author) and parts of a text (beginning, end, details). They actively engage in group reading activities with purpose and understanding. With prompting and support, students will identify characters, settings, and major events in a story. They will name the author and illustrator of a story and define the role of each in telling the story.



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LANGUAGE ARTS

Grade 1 ELA

At this level it is expected that students will be able to demonstrate an understanding of spoken words, syllables and phonemes. Students will also know and apply grade-level phonics and word analysis skills in decoding words. They will also be able to read with accuracy and fluency to support comprehension across genres.

Unit Titles:

Unit 1: Getting to Know Us

Unit 2: Our Community

Unit 3: Changes Over Time

Unit 4: Animals Everywhere

Unit 5: Figure It Out

Unit 6: Together We Can!



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LANGUAGE ARTS

Grade 1 - Module Overviews:

Unit 1: Getting to Know Us

1. Phonics/spelling: short vowels; l-blends; s-blends; r-blends
2. Structural Analysis: inflection ending -s, double final consonant, plural nouns -s, abc order, possessives
3. Genre: Realistic Fiction, Informational text, Fantasy

Unit 2: Our Community

1. Phonics/spelling: short e & ea; short u; ending consonant blends; consonant digraphs
2. Structural Analysis: inflectional ending -ed, contractions with apostrophe -s, inflectional ending -ing, closed syllables, inflectional ending -es
3. Genre: Realistic Fiction, Informational text, Fantasy

Unit 3: Changes Over Time

1. Phonics/spelling: Long a spelled a_e; Long i spelled i_e, Soft c; Soft g, dge; Long o spelled o_e; Long u spelled u_e; Long e spelled e_e; Variant Vowel Spellings with Digraphs oo, u
2. Structural Analysis: Contractions with not, plurals with cvce words, inflectional endings with -ed and -ing, cvce syllables, inflectional endings -ed and -ing (double consonants)
3. Genre: Fantasy, Drama, Folktale, Informational text



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LANGUAGE ARTS

Grade 1 - Module Overview

Unit 4: Animals Everywhere

1. Phonics/spelling: Long a spelled a, ai, ay; Long e spelled e, ee, ea; Long o: o, oa, ow, oe; Long i spelled i, igh, y, ie; Long e spelled y, ey
2. Structural Analysis: : Alphabetical Order (two letters), Prefixes re-, un-, pre, Open Syllables, s: Inflectional Endings (change y to i), Compound Words
3. Genre: Folktale, Informational Text, Fantasy

Unit 5: Figure It Out

1. Phonics/spelling: r-Controlled Vowel ar; r-Controlled Vowels or, ir, ur, er; r-Controlled Vowels or, ore, oar; Diphthongs ou, ow; Diphthongs oi, oy.
2. Structural Analysis: Plurals (irregular), inflectional ending -er, abbreviations, comparative inflectional endings -er, -est, final stable syllables
3. Genre: Fantasy, Biography, Realistic Fiction, Informational text

Unit 6: Together We Can!

1. Phonics/spelling:
 - a. Variant Vowel Spellings oo, ou, u_e, ew, ui, ue, u
 - b. Variant Vowel Spellings au, aw, a, augh, al
 - c. Silent Letters: wr, kn, gn
 - d. Three-Letter Consonant Blends: scr, spl, spr, str, thr, shr
 - e. r-Controlled Vowels air, are, ear
2. Structural Analysis: suffixes -ful and -less, compound words, vowel-team syllables, inflectional endings -ed and -ing, r-controlled vowel syllables
3. Genre: Fantasy, Informational text, Realistic Fiction



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MATHEMATICS

Grade K Math

At this level, it is expected that students will identify, write and count numbers 0-20, as well as compare sets of numbers to 20. Students will also use this foundation of numbers to compose and decompose sets of numbers to 20. Students will be introduced to the concepts of addition and subtraction. Students will distinguish between 2D and 3D shapes based on their attributes. Students will be introduced to the different types of measurement vocabulary to compare objects and/or situations.

Module Titles:

Module 1: Students will be able to identify, write and count numbers 0- 20.

Module 2: Students will compare numbers and sets of objects up to 20.

Module 3: Students will extend the concept of composing and decomposing sets of numbers up to 20.

Module 4: Students will add and subtract sets of numbers up to 10.

Module 5: Students will identify 2D and 3D shapes.

Module 6: Students will compare length, weight, capacity, area and temperature of objects and/or situations.



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MATHEMATICS

Grade K - Module Overviews:

Module 1: Students will be able to identify, write and count numbers 0 - 20.

Like Pre-Kindergarten, kindergarten starts out realistically with solidifying the meaning of numbers to 20 with a focus on relationships to 10.

Module 2: Students will compare numbers and sets of objects up to 20.

The terms “more” and “less” are abstract later in kindergarten because of their context: “7 is 2 more than 5” is more abstract than “Nevaeh is taller than Juan.” “1 more, 2 more, 3 more” leads into addition fact fluency (+1, +2, +3). Comparing numbers leads to a study of the numbers that make up a number (e.g., “3 is less than 7” and later, “3 and 4 make 7.”). This, in turn, leads naturally to discussions of adding, subtracting, and solving word problems in Modules 3 and 4.

Module 3: Students will extend the concept of composing and decomposing sets of numbers up to 20.

When students have a firm grasp of numbers 1-10, they progress to Module 3. Module 3 explores numbers 10-20, which are parsed as “10 together with a number from 1-10.” For example, “12 is 2 more than 10.” In numbers 6-10, the role of 5 loses significance as those numbers are shown in different configurations other than “5 and a number.” In contrast, the number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system.



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MATHEMATICS

Grade K - Module Overviews:

Module 4: Students will add and subtract sets of numbers up to 10.

In Module 4, students use objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations to represent addition and subtraction situations. They will understand addition as putting together and adding to and subtractions as taking apart and taking from.

Module 5: Students will identify 2D and 3D shapes.

Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres in Module 5. Module 5 continues with an exploration of concepts of shapes. Students discover that shapes can be composed of smaller shapes. They begin to describe similarities and differences among shapes.

Module 6: Students will compare length, weight, capacity, area and temperature of objects and/or situations.

In Module 6, students begin to experiment with measurement, particularly with units and comparison of units. Students use different units to measure length, weight and capacity, and explore the measurable attributes of an object. Comparison begins with developing the meaning of the word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc.



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MATHEMATICS

Grade 1 Math

At this level it is expected that students will be able to demonstrate fluency using addition and subtraction strategies and to understand and apply properties of operations and the relationship between addition and subtraction using place value concepts. Students will also be able to represent and interpret data using tables/charts, tell and write time to the nearest half hour using both analog and digital clocks and compose and distinguish between two- and three-dimensional shapes based on their attributes.

Module Titles:

Module 1: Addition and Subtraction Concepts and Strategies to 20

Module 2: Place Value, Comparison, Regrouping, and Problem Solving

Module 3: Measurement and Data

Module 4: Geometry



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MATHEMATICS

Grade 1 - Module Overview

Module 1: Addition and Subtraction Concepts and Strategies to 20

a. Addition Concepts

- i. Part to whole
- ii. Addition sentences
- iii. Adding zero
- iv. Add using ten frames and counters
- v. Write addition facts horizontally and vertically
- vi. Write number sentences
- vii. Identify math statements as true or false

b. Subtraction Concepts

- i. Subtract numbers from 0-10
- ii. Subtract parts from a whole
- iii. Relate addition and subtraction facts.
- iv. Subtract across and down
- v. Draw a diagram to solve problems
- vi. Write subtraction number sentences
- vii. Find related addition and subtraction facts.
- viii. Determine whether math statements are true or false



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MATHEMATICS

Grade 1 - Module Overview

Module 1: Addition and Subtraction Concepts and Strategies to 20

c. Addition Strategies to 20

- i. Count on from the greater number to find the sum
- ii. Use pennies to count on
- iii. Use a number line to help find the sum
- iv. Use the doubles to add strategy to help find the sum
- v. Use the near doubles to add strategy to help find the sum
- vi. Act it out to solve problems
- vii. Use counters and a ten-frame to make sums greater than 10
- viii. Identify related addition facts
- ix. Add three numbers by looking for doubles or making a ten

d. Subtraction Strategies to 20

- x. Count back 1, 2, 3
- xi. Use a Number Line to Subtract
- xii. Use Doubles to Subtract
- xiii. Problem-Solving Strategy: Write a Number Sentence
- xiv. Make 10 to Subtract
- xv. Use Related Facts to Add and Subtract
- xvi. Fact Families
- xvii. Missing Addends



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MATHEMATICS

Grade 1 - Module Overview

Module 2: Number and Operations in Base Ten

1. Chapter 5

a. Place Value

- i. Numbers 11 to 19,
- ii. Tens
- iii. Count by Tens using Dimes
- iv. Ten and Some More
- v. Tens and Ones
- vi. Problem Solving Strategy: Make a Table
- vii. Numbers to 100
- viii. Ten More, Ten Less
- ix. Count by Fives Using Nickels
- x. Use Models to Compare Numbers
- xi. Use Symbols to Compare Numbers
- xii. Numbers to 120
- xiii. Count to 120
- xiv. Read and Write Numbers to 120

2. Chapter 6

a. Two-Digit Addition and Subtraction

- i. Add Tens
- ii. Count on Tens and Ones
- iii. Add Tens and Ones
- iv. Problem-solving Strategy: Guess, Check, and Revise
- v. Add tens and Ones with Regrouping
- vi. Subtract Tens
- vii. Count back by 10s
- viii. Relate Addition and Subtraction of Tens



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MATHEMATICS

Grade 1 - Module Overview

Module 3: Measurement and Data

1. Chapter 7

a. Organize and Use Graphs

- i. Tally charts
- ii. Problem-solving strategy: make a table
- iii. Make picture graphs
- iv. Read picture graphs
- v. Make bar graphs
- vi. Read bar graphs

2. Chapter 8

a. Measurement and Time

- i. Compare lengths
- ii. Compare and order lengths
- iii. Nonstandard units of length
- iv. Problem-solving strategy: guess, check, and revise
- v. Time to hour: analog
- vi. Time to hour: digital
- vii. Time to the half hour: analog
- viii. Time to the half hour: digital
- ix. Time to the hour and half hour



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MATHEMATICS

Grade 1 - Module Overview

Module 4: Geometry

1. Chapter 9

a. Two-Dimensional Shapes and Equal Shares

- i. Squares and Rectangles
- ii. Triangles and Trapezoids
- iii. Circles
- iv. Compare Shapes
- v. Composite Shapes
- vi. More Composite Shapes
- vii. Problem Solving Strategy: Use logical reasoning
- viii. Equal parts
- ix. Halves
- x. Quarters and fourths

2. Chapter 10

a. Three Dimensional Shapes

- i. Cubes and Prisms
- ii. Cones and Cylinders
- iii. Problem-Solving Strategy: Look for a Pattern
- iv. Combine Three-Dimensional Shapes



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SCIENCE

Grade K Science

At this level, students will observe and describe scientific processes and participate in experiments using simple tools to gather data and understand how to use the data collected to provide an explanation of/to the process.

Module Titles:

Module 1: Organisms and Cells

Module 2: Genetics

Module 3: Evolution

Module 4: Chemistry

Module 5: Physics

Module 6: Earth Structure, Processes and Cycles

Module 7: Origin and Evolution of the Universe



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SCIENCE

Grade K - Module Overviews:

Module 1: Organisms and Cells

Students will be able to identify the similarities and differences of living and non-living things. The stages of life cycles for plants and/or animals will be observed, compared, and described. In kindergarten, we look at the life cycles of monarch butterflies, apples, pumpkins, flowers, tadpoles for some examples. Students will observe and describe structures and behaviors of a variety of common animals. They will distinguish between scientific fact and opinion and ask questions about objects, organisms, and events. Students will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Students will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. They will use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Students will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.



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SCIENCE

Grade K - Module Overviews:

Module 2: Genetics

Students will be able to observe and describe how young animals resemble their parents and other animals of the same kind (learning through books, pictures, online resources and a field trip to the farm). They will distinguish between scientific fact and opinion. Students will ask questions about objects, organisms, and events. They will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Students will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Using simple equipment (tools and other technologies), they will gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Students will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.

Module 3: Evolution

Students will be able to describe changes animals and plants undergo throughout the seasons. They will describe changes that occur as a result of climate, distinguish between scientific fact and opinion and ask questions about objects, organisms, and events. For example, what do animals need to do to prepare for winter or hibernation? Students will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. They will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. They will use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information, use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.



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SCIENCE

Grade K - Module Overviews:

Module 4: Chemistry

Students will identify and classify objects by observable properties of matter and compare different kinds of materials and discuss their uses. They will describe the way matter can change (ice cube melting) and recognize that everything is made of matter. Students will distinguish between scientific fact and opinion. They will ask questions about objects, organisms, and events. Students will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. They will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Using simple equipment (tools and other technologies), students will gather data (through observation) and understand that this allows scientists to collect more information than relying only on their senses to gather information. They will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.

Module 5: Physics

Students will be able to describe how temperature can affect the body. They will recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. In kindergarten, we discuss the needs of plants in order to grow (sun, soil, water and air). Students will distinguish between scientific fact and opinion. They will ask questions about objects, organisms, and events. Students will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. They will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Students will use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. They will use that data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.



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SCIENCE

Grade K - Module Overviews:

Module 6: Earth Structure, Processes and Cycles

Students will be able to distinguish between three types of earth materials – rock, soil, and sand. They will identify sources of water for human consumption and use. They record daily weather conditions using simple charts and graphs (precipitation and temperatures). Students will identify the four seasons (winter, spring, summer and fall). They will distinguish between scientific fact and opinion. Students will ask questions about objects, organisms, and events. They will understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Students will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Using simple equipment (tools and other technologies), students will gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. They will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Students will distinguish between types of precipitation (snow, rain, sleet, etc.).

Module 7: Origin and Evolution of the Universe

Students will be able to distinguish between scientific fact and opinion. They will be able to ask questions about objects, organisms, and events. Students will be able to understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. They will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Students will use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. They will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.



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SCIENCE

Grade 1 Science

At this level, it is expected that students will be able to demonstrate an understanding of living and non-living things and their needs. Students will be able to grow plants and record information about their growth and development. They will be able to conduct simple experiments and investigate questions that surround said investigation. Students will be able to observe the properties of liquids and solids. They will investigate how heating, melting, and cooling changes properties of various materials. Students will distinguish changes in weather and characteristics of weather changes. They will observe and sort earth materials. They will be able to describe bodies of water and landforms. They will recognize patterns of the sun and moon to decipher between night and day.

Module Titles:

Module 1: Biological Sciences

Module 2: Physical Sciences: Chemistry and Physics

Module 3: Earth and Space Sciences



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SCIENCE

Grade 1 Module Overview

Module 1: Biological Sciences

Students will be able to categorize living and nonliving things by external characteristics. Students will investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter. They will be able to identify and describe plant parts and their function. Students will grow plants from seeds and describe how they grow and change and compare to adult plants. Students will plan and conduct a simple investigation and understand that different questions require different kinds of investigations. They will use simple equipment (tools) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Students will use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.



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SCIENCE

Grade 1 Module Overview

Module 2: Physical Sciences: Chemistry and Physics

Students will plan and conduct investigations to provide evidence that materials can make sounds. Students will observe and describe the properties of liquids and solids through investigation when solids are mixed with other liquids using water. Students will make thoughtful observations to construct an evidence-based result. Students will identify how heating, melting, and cooling may cause changes in properties of materials. They will recognize that everything is made of matter to distinguish between scientific fact and opinion. Students will ask questions about objects and organisms to understand that all scientific investigations involve asking and answering questions about comparing answers. Students will demonstrate various types of motion through observations of pushing and pulling objects. Students will demonstrate various types of motion. Students will observe and record daily temperatures. Students will draw conclusions from daily temperature records as related to heating and cooling. Students will recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.



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SCIENCE

Grade 1 Module Overview

Module 3: Earth and Space Sciences

Students will observe, describe, and sort earth materials (rock, soil, sand, pebbles). They will identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds), and landforms (plains, mountains, valleys and hills).

Students will use observations of the sun, moon, and stars to describe patterns that can be predicted. Students will also make observations at different times of year to relate the amount of daylight to the time of year, and will explain why shadows fall in different places at different times of the day.



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SOCIAL STUDIES

Grade K Social Studies

At this level, students will learn rules and responsibilities and demonstrate an understanding of conflict and resolution.

Module Titles:

Module 1: How Government Works

Module 2: Scarcity and Choice

Module 3: Economics

Module 4: Basic Geographic Literacy

Module 5: Historical Analysis and Skills Development

Module 6: American and World History



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SOCIAL STUDIES

Grade K - Module Overview

Module 1: How Governments Work

Students will be able to explain the purpose of rules and explain the need for rules within the classroom and the community. They will define respect for self and others as well as demonstrate responsibilities in the classroom such as classroom jobs (line leader, office helper). Students will identify significant American holidays and their symbols such as New Year's Day, Labor Day and Memorial Day. Students will be able to identify responsibilities at school and display character traits showing they can be responsible for their belongings and school tools. They can identify a problem and discuss with their peers the possible solutions to help solve the problem. Together, they will identify classroom projects/activities that support leadership and service. Students will be able to explain responsible classroom behavior and model that appropriate behavior. Students will be able to identify the role of adults in authority at home or in school as well as identify roles of firefighters, police officers, and emergency workers. They will identify and explain behaviors for responsible classroom citizens. Students will be able to identify conflict in the classroom and work together on finding a resolution.



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SOCIAL STUDIES

Grade K - Module Overview

Module 2: Scarcity and Choice

Students will be able to identify how scarcity influences the choices they make. They will identify the wants and needs within their own family and understand the difference. Students will identify choices to meet their individual needs and identify a choice based on family interest or things in common. If the Goldfish crackers are gone, you need to choose a different snack.

Module 3: Economics

Students will be able to identify goods and consumers, identify advertisements that encourage us to buy things, and identify products produced in the region or state (i.e. apples in Pennsylvania). They will identify the specialized role performed by each member of the family, individual wants and needs, identify individuals who volunteer in the community (firefighters) and identify goods and services provided by local businesses (restaurants, coffee shops, stores).

Module 4: Basic Geographic Literacy

Students will be able to interpret a simple map of a known environment such as the school, their house or the playground. They will describe the location of places in the home, school, and community to gain an understanding of relative location and be able to independently navigate those locations. They will identify land and water forms such as lakes and rivers. Students will describe how weather affects daily life as discussed during group calendar time and connecting what they wear with seasons. They will identify local bodies of water and landforms to gain an understanding of their impact on the local community.



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SOCIAL STUDIES

Grade K - Module Overview

Module 5: Historical Analysis and Skills Development

Students will be able to identify chronological sequence through days, weeks, months, and years during calendar time through song and movement breaks. With guidance and support, students will differentiate facts from opinions as related to an event. For example, students will know how to explain what yesterday, today, and tomorrow is, the days of the week, months of the year.

Module 6 : American and World History

Students will be able to identify people in authority. They will demonstrate an understanding of conflict; identify American people related to national holidays, Identify documents and artifacts important to the classroom community, explain how cultures celebrate. Students will demonstrate an understanding of time order, identify different celebrations of different cultures from around the world and demonstrate an understanding of conflict and cooperation.



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SOCIAL STUDIES

Grade 1 Social Studies

At this level, it is expected that students will be able to demonstrate an understanding of the purposes of rules, laws, and responsibilities within the school and the local community. Students will recognize the importance of various community jobs and their duties. They will also be able to decipher between wants and needs. They will be able to properly connect how and why maps are used. Students will be able to identify physical characteristics of places; such as, landforms, climate, natural resources, and bodies of water. Students will describe Pennsylvania and US history in instances of people, leaders, holidays and important events. They will be able to decipher between the past, present, and future.

Module Titles:

Module 1: Civics and Government

Module 2: How Government Works

Module 3: Economics & Transportation

Module 4: Maps & Geography

Module 5: History & Culture



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SOCIAL STUDIES

Grade 1 - Module Overviews

Module 1: Civics and Government

Students will be able to explain the purposes of rules in the classroom and school community. Students will be able to explain the importance of being a good member of our school and community. Students will identify rules and laws that establish order, provide security, and manage conflict. Students will exhibit greater independence and take on more responsibility when it comes to caring for themselves and finding things or places. Also, importance on understanding and following classroom rules as they begin to view their classroom as a small society where individuals have their own rights and opinions.

Module 2: How Government Works

Students will identify the roles of local government (fire, police, etc.) and identify the services of local government. Students will identify the value of community helpers, such as firefighters, police officers and emergency workers in the community. They can identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.

Module 3: Economics and Transportation

Students will identify classroom wants and needs, as well as wants and needs within their homes and communities. Students will identify choices based on needs versus wants and will identify ways to earn money, concepts of economy, such as goods and services, buying and selling, and consumers and producers, and the need to save money. Students will understand why families make choices about the need for buying groceries based on cost, availability, family or cultural customs, and personal taste.

Students will identify why families make choices about moving, a new home is gained and an old neighborhood is given up. They will identify businesses and their corresponding goods and services. Students will describe the components of various jobs and identify what types of jobs need to be done within a community.



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SOCIAL STUDIES

Grade 1 - Module Overviews

Module 4: Maps and Geography

Students will identify geographic tools, such as maps. Students can describe places in geographic reference in reference to physical features. Students will identify physical characteristics in the community and region. Students will identify different continents of the world, maps and how to interpret them, and cardinal directions. Students will understand the way families' lives are shaped by the environment such as how climate and physical features of an area determine the types of homes in which people live. Students will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.

Module 5: History and Culture

Students will identify Pennsylvania symbols, slogans, or mottos that are representative of the state. Students can identify holiday and cultural celebrations in a community and why they are celebrated. Students will identify Americans who played a significant role in American history, and will identify American landmarks and recognize their significance. Students will understand the concepts of past, present, and future. First graders explore topics such as important events in United States history, symbols and their meanings, national holidays, and other cultures and time periods. Students will compare their family to others and point out examples of diversity in the community as they begin to spot differences in people and groups.



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ART

K-5 Art

The elementary art curriculum for grades K - 5 is divided into four modules: **(1) Making of Art, (2) History of Art, (3) Critiquing of Art, and (4) Aesthetics of Art.** Elementary art students are encouraged to explore their imaginations by making choices that enhance communication of their ideas and stimulate visual awareness, personal expression, and self-evaluation. They develop knowledge and skills from year to year as the art curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop a sense of history, including the ability to value art created by different cultures. The students learn to interpret artwork and critique its value and purpose. Finally, students at the elementary level begin to understand the meaning and impact of the visual world in which they live.



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COMPUTER

K-5 Computer and Writing Workshop

This engaging and interactive course is designed to inspire young learners to develop essential computer literacy skills while fostering their creativity and writing abilities. Through a combination of technology-based activities and writing exercises, students will embark on a journey of discovery, imagination, and communication.

By the end of the Computer and Writing Workshop for Grades K-5, students will not only be equipped with valuable computer skills but will also have honed their writing abilities and gained the confidence to express themselves effectively in both digital and written formats.



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LIBRARY

K-5 Library

The elementary library curriculum for grades K- 5 is divided into five modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Literary Nonfiction and Informational Text, (4) Reading Literary Fiction, and (5) Writing. Elementary library students engage with relevant information resources and digital learning opportunities in a culture of reading. They develop knowledge and skills from year to year as the library curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. Students are provided with opportunities to select books that are appealing to them, build literacy skills through stations and activities, and build relationships while exploring areas of interest. In addition, students make real world connections through stories in our *In-Class Read Aloud* that is designed to build a community of kindness and caring. The stories transport us to different places and times and foster inclusiveness. They introduce us to characters that generate empathy and tolerance, while developing prosocial skills. Finally, the stories that are selected are designed to foster inquiry learning and make real world connections.



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MUSIC

K-5 Music

The elementary music curriculum for grades K - 5 is divided into three modules: (1) Creating, (2) Performing, and (3) Responding. Elementary students are encouraged to actively experience music literacy by creating (composing and improvising), performing (playing, singing, and conducting), and responding (listening, moving, analyzing, and critiquing) as listeners, composers, and performers. These processes involve analyzing, evaluating, and understanding the syntax of music, as well as its cultural and historical contexts. Students develop knowledge (the contexts of music, the form and structure of music, and the musical processes) and skills (enable individuals to apply what they know by creating, performing, or responding to music) from year to year as the music curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop their understanding of instrument families, music theory, and notation. The students physically engage in musical activities through guided discovery with lessons heavily featuring beat, rhythm, melody, and movement. All students participate in various performances starting with in-class performances and working up to school concerts. Finally, students in grade five feature ensemble singing and instrument play with percussion and/or wind instruments.



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PHYSICAL EDUCATION/ WELLNESS

K-5 Physical Education

The elementary physical education curriculum for grades K - 5 is divided into four modules: (1) Motor Skills, (2) Physical Fitness, (3) Cognitive Concepts, and Personal and Social Concepts. Elementary physical education students develop the skills, knowledge, attitudes, and behaviors that assists students in making the connection between classroom learning and participation in active, healthy lifestyles in the development of physical literacy. They develop knowledge and skills from year to year as the physical education curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students participate in physical activities in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, are challenged to achieve success through a culture of cooperation, sportsmanship, and respect for one's self and others. The course better prepares students to deal with the physical and mental stresses inherent in today's society. Finally, the purpose of the elementary physical education course is to develop physically literate students who have the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.



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STEM

K-5 STEM

The elementary STEM curriculum for grades K - 5 is divided into four modules: (1) Science, (2) Technology, (3) Engineering, and (4) Mathematics. This inquiry based STEM course integrates fundamental concepts of science, technology, engineering, and math. Students develop knowledge and skills from year to year as the STEM curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. Students use the engineering design process to guide their thinking to solve STEM challenges. The engineering design process is a series of steps that guides engineering teams to loop through the steps as many times as needed, making improvements along the way to learn from failure and uncover new design possibilities to arrive at practical solutions. Students ask questions, research the problem, imagine possible solutions, plan an idea, create and test a prototype, and improve their design. In addition, the overarching themes of the engineering design process are teamwork and design. The students are divided into teams or two with a maximum of four students per group. Students review the challenge, criteria, and constraints. Students brainstorm possible solutions and choose the best solution to build a prototype. They test then redesign until the solution is optimized. Finally, students reflect as a team and debrief as a class.



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SCHOOL COUNSELOR LESSON PLANS

Monthly Classroom Lessons:

(VARIABLE AND FLEXIBLE YEARLY BASED ON STUDENT PRESENTATION NEEDS)

September: Introduction to students and explanation of school counselor role

October: Personal Space

November/December: Gratitude

January: Emotional Regulation

February: Kindness

March: Tattling vs. Reporting

April: Career Lesson and Career Fair Day



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CAREER READINESS

In Grades K-5, students will be required to complete several career readiness lessons and assignments aligned to the PA Career Education and Work Standards.

The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship



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LEARNING SUPPORT PROGRAM OF STUDIES

Kindergarten ELA – Learning Support

At this level, it is expected that students will develop early literacy skills through individualized and small-group instruction aligned with their IEPs. Students will engage in activities that build phonological awareness, including identifying and producing rhymes, recognizing syllables, and beginning letter–sound associations. Writing skills will be developed through tracing, labeling, dictation, and the use of assistive tools as appropriate. Instruction will focus on print concepts, vocabulary development, listening comprehension, and expressive language. Students will demonstrate understanding of texts through verbal or written responses, visual supports, and hands-on activities.



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LEARNING SUPPORT PROGRAM OF STUDIES

Grade 1 ELA – Learning Support

At this level, it is expected that students will build upon foundational reading and language skills with instruction tailored to individual needs and learning styles in a small group setting. Students will demonstrate an understanding of spoken language, phonemic awareness, and phonics through multisensory approaches. Emphasis is placed on decoding skills, recognition of high-frequency words, and developing reading fluency at an individualized pace. Students will demonstrate comprehension of texts through guided discussion, visuals, and structured supports. Writing instruction will focus on sentence formation, spelling, and basic foundational skills, with accommodations and modifications provided in accordance with student IEPs.



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LEARNING SUPPORT PROGRAM OF STUDIES

Kindergarten Math – Learning Support

At this level, students will develop foundational mathematical understanding through structured, multisensory lessons aligned with their IEP's. Instruction will emphasize number recognition, counting, one-to-one correspondence, and comparing quantities in a small group setting. Students will explore basic addition and subtraction concepts using manipulatives and visual models. They will identify and describe basic two-dimensional shapes and sort objects based on attributes such as size, color, and shape. Measurement concepts will include comparing length, weight, and capacity using non-standard units, and students will organize simple data using pictures and charts.



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LEARNING SUPPORT PROGRAM OF STUDIES

Grade 1 Math – Learning Support

At this level, it is expected that students will develop an understanding of number sense and operations through explicit, systematic instruction in a small group setting. Students will practice addition and subtraction using a variety of strategies, including manipulatives, visual representations, and real-world applications. Instruction will focus on understanding place value concepts, number relationships, and mathematical reasoning at a developmentally appropriate pace. Students will identify and describe two- and three-dimensional shapes and explore measurement concepts, including time and data, using manipulatives and structured supports. Accommodations and modifications will be provided to support access to grade-level content as outlined in student IEPs.



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STATE ASSESSMENTS

Students do not participate in the Pennsylvania System of School Assessment (PSSA) in Grades K and 1.



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Dr. Daniel Clara, Asst. to the Superintendent

Mrs. Charity Colebank, SHS Principal

Ms. Kaely Potochnik, SHS Asst. Principal

Mr. James Klugh, SMS Principal

Mr. Daniel Krofcheck, SES Principal, grades 2-5

Mr. Ronald Heitchue, SPC Principal, grades K-1

Mrs. Melissa Redinger, School Psychologist

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