Social Studies / Kindergarten
Unit 1: Rules and Responsibilities

Subject
Social Studies

Grade
Kindergarten

Unit
Rules and Responsibilities

Suggested Timeline
First two weeks of school and review as needed

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

Grade Level Units

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</thead>
</table>

Unit Title
Classroom Rules and Responsibilities, School Citizenship

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

Unit Essential Questions
1. What are rules in our classroom?
2. Why do we need rules?
3. What are responsibilities within the classroom?
How do I show respect to myself and to others?

Key Understandings
1. The importance of rules, responsibilities and respect to a member of a classroom community
### Focus Standards Addressed in the Unit

<table>
<thead>
<tr>
<th>5.1.K.A</th>
<th>Explain the purpose of rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.K.B</td>
<td>Explain the need for rules.</td>
</tr>
<tr>
<td>5.2.K.A</td>
<td>Identify responsibilities at school.</td>
</tr>
<tr>
<td>5.1.K.E</td>
<td>Demonstrate responsibilities in the classroom.</td>
</tr>
</tbody>
</table>

### Important Standards Addressed in the Unit

<table>
<thead>
<tr>
<th>5.1.K.C</th>
<th>Define respect for self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.K.D</td>
<td>Explain responsible classroom behavior.</td>
</tr>
<tr>
<td>5.3.K.F</td>
<td>Identify and explain behaviors for responsible classroom citizens.</td>
</tr>
<tr>
<td>8.3.K.B</td>
<td>Identify documents and artifacts important to the classroom community.</td>
</tr>
<tr>
<td>5.2.K.C</td>
<td>Identify classroom projects/activities that support leadership and service.</td>
</tr>
</tbody>
</table>

### Misconceptions

- Following rules in the classroom is a choice.
- If it’s not a rule at home, I don’t have to follow the rule at school.

### Proper Conceptions

- Students will understand that rules are put into practice to ensure safety at school and gives the opportunity for all students to learn.

### Concepts

| The need for classroom rules |
| Specific classroom rules    |
| Classroom responsibilities  |
| Respect for self and others |
| Students are citizens of a classroom |

### Competencies

| Students will be able to identify rules in the classroom and why they are needed. |
| Students will be able to identify and practice responsibilities in the classroom. |
| Students will be able to identify ways to show respect for self and others. |

### Vocabulary

| rule, responsibility, respect, citizen |

### Assessments:

- Classroom discussion
- Classroom behavior chart

### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

- Read texts that support appropriate classroom behavior.
- Model appropriate behavior and classroom responsibilities.
- Creating a list of classroom rules and posting them in the room.

### Differentiation:

- Individualized behavior plans
- Review and reteach rules as needed
Interdisciplinary Connections:
Guidance lessons
ELA - support of text

Additional Resources:
- Texts: “No, David!”, “David Goes to School”
- Scholastic “Let’s Find Out”
- Brain Pop, Jr. “Kindergarten”, “School”, “Rights and Responsibilities”
- Junior Achievement

Created By:
Ashley Baechtle and Amy Albert
Social Studies / Kindergarten
Unit 2: Roles of Family Members

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<th>Unit</th>
<th>Suggested Timeline</th>
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</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Kindergarten</td>
<td>Roles of Family Members</td>
<td>September - 1 lesson</td>
</tr>
</tbody>
</table>

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

**Grade Level Units**

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<tr>
<th>Unit</th>
<th>Description</th>
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<tbody>
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<td><strong>Unit One</strong></td>
<td>Classroom Rules and Responsibilities, School Citizenship</td>
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<tr>
<td><strong>Unit Two</strong></td>
<td>Positions of Authority at School, Roles of Family Members</td>
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<tr>
<td><strong>Unit Three</strong></td>
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<tr>
<td><strong>Unit Twelve</strong></td>
<td>Currency</td>
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</tbody>
</table>

**Unit Title**
Roles of Family Members

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

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

**Key Understandings**
1. Roles and responsibilities of family members
Focus Standards Addressed in the Unit

| 6.4.K.A          | Identify the specialized role performed by each member of the family. |

Important Standards Addressed in the Unit

<table>
<thead>
<tr>
<th>Misconceptions</th>
<th>Proper Conceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families are the same.</td>
<td>All families are different. They are all unique.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Competencies</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles of parents</td>
<td>Students will be able to identify the members of his/her family.</td>
<td>family, mother, father, son, daughter, brother, sister</td>
</tr>
<tr>
<td>Responsibilities of children</td>
<td>Students will be able to describe ways that they can contribute to their family.</td>
<td></td>
</tr>
<tr>
<td>Concept of the child as an integral part of his/her family</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessments:

Class Discussion

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Read the Journey’s text, “What Makes a Family?”
Have a class discussion to brainstorm ways that children can contribute to their family.

Differentiation:

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

Interdisciplinary Connections:

ELA - Journeys text, “What Makes a Family?”

Additional Resources:

- Journey’s text, “What Makes a Family?”
- Pictures of families

Created By:

Ashley Baechtle and Amy Albert
Social Studies / Kindergarten
Unit 2: Positions of Authority at School

Subject
Social Studies

Grade
Kindergarten

Unit
Positions of Authority at School

Suggested Timeline
September - one lesson

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

Grade Level Units

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

Unit Title
Positions of Authority at School

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

Unit Essential Questions
What are positions of authority?
Who holds authority at school?
What are the roles of people who work in the school?

Key Understandings
People who work in the school who hold authority
### Focus Standards Addressed in the Unit

| 5.3.K.B | Identify the role of adults in authority at home or in school. |

### Important Standards Addressed in the Unit

| 8.2.K.A | Identify people in authority. |

### Misconceptions

- Confusion about the role of various school positions

### Proper Conceptions

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

### Concepts

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

### Competencies

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

### Vocabulary

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

### Assessments:

- Class discussion

### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

- Take a school tour.
- Make a class book highlighting people who work in the school.
- Write letters to positions of authority in the school.

### Differentiation:

- Show pictures vs. formal introduction to the staff member

### Interdisciplinary Connections:

- Guidance Lesson
- Writing

### Additional Resources:

- PowerPoint with pictures

### Created By:

- Ashley Baechtle and Amy Albert
### Social Studies / Kindergarten

#### Unit 3: Map Skills

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<tbody>
<tr>
<td>Social Studies</td>
<td>Kindergarten</td>
<td>Map Skills</td>
<td>September - one lesson (to align with Journey’s text, “My School Bus”)</td>
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#### Grade Level Summary

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### Unit Title

Map Skills

### Unit Summary

This unit teaches students how to interpret a simple map.

### Unit Essential Questions

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

### Key Understandings

1. Interpreting a map
**Focus Standards Addressed in the Unit**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>7.1.K.A</td>
<td>Interpret a simple map of a known environment.</td>
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**Important Standards Addressed in the Unit**

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<td>7.1.K.B</td>
<td>Describe the location of places in the home, school, and community to gain an understanding of relative location.</td>
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**Misconceptions**

- Confusion of map vocabulary

**Proper Conceptions**

- Proper understandings of the map terminology

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<td>Locating places on a map</td>
<td>Students will be able to locate places on a simple map. Students will be able to use the symbols from a key/legend to identify places on a map.</td>
<td>map, key, symbol</td>
</tr>
</tbody>
</table>

**Assessments:**
Observation of students locating places on a map

**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

- Read Journey’s text, “My School Bus”.
- Watch videos related to map skills.
- Allow students to locate places on a simple map.

**Differentiation:**
Differentiate the complexity of maps that students manipulate.

**Interdisciplinary Connections:**
ELA - Journeys text, “My School Bus”

**Additional Resources:**
- Brain Pop, Jr. video, “Reading Maps”
- Journeys text, “My School Bus”
- Simple map print-outs
- Classroom globe/maps
- Review using the Journey’s text, “Exploring Land and Water” (Week 20).

**Created By:**
Ashley Baechtle and Amy Albert
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Unit Title
Settlement Characteristics

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

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<tr>
<th>Unit Essential Questions</th>
<th>Key Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the characteristics of a settlement?</td>
<td>1. Characteristics of communities</td>
</tr>
<tr>
<td>2. What are places in a small town?</td>
<td></td>
</tr>
<tr>
<td>3. What are places in a big city?</td>
<td></td>
</tr>
<tr>
<td>4. What are places in a country setting?</td>
<td></td>
</tr>
</tbody>
</table>
Focus Standards Addressed in the Unit

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

Important Standards Addressed in the Unit

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

Misconceptions

- Every community is the same.

Proper Conceptions

- Communities have different types of homes and businesses.

Concepts

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

Competencies

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

Vocabulary

| community, home, business, rural, suburban, urban |

Assessments:

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

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

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

Differentiation:

- Students can draw picture or write descriptions of various communities.

Interdisciplinary Connections:

- ELA texts
- Art
- Writing

Additional Resources:

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

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Grade Level Summary
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**Unit Title**
Community Helpers

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

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

**Key Understandings**
1. Roles of community helpers
### Focus Standards Addressed in the Unit

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>5.3.K.C</td>
<td>Identify roles of fire fighters, police officers, and emergency workers.</td>
</tr>
</tbody>
</table>

### Important Standards Addressed in the Unit

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<thead>
<tr>
<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td>6.5.K.A</td>
<td>Identify individuals who volunteer in the community.</td>
</tr>
</tbody>
</table>

### Misconceptions

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

### Proper Conceptions

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

### Concepts

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

### Competencies

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

### Vocabulary

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

### Assessments:

- Community helper project
- Think-Pair-Share

### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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

### Differentiation:

- Designate project responsibilities based on student skill set

### Interdisciplinary Connections:

- ELA - Journeys text, “Everybody Works”, other nonfiction texts
- Art

### Additional Resources:

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

### Created By:

Ashley Baechtle and Amy Albert
# Social Studies / Kindergarten
## Unit 6: American Figures and Holidays

**Subject**  
Social Studies

**Grade**  
Kindergarten

**Unit**  
American Figures and Holidays

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

## Grade Level Summary
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## Grade Level Units

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## Unit Title
American Figures and Holidays

## Unit Summary
This unit teaches about important American figures and American holidays.

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

## Key Understandings
1. Martin Luther King, Jr, Abraham Lincoln and George Washington are important, historical, American figures.
2. Holidays specific to American history
Focus Standards Addressed in the Unit

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td>8.3.K.A</td>
<td>Identify American people related to national holidays.</td>
</tr>
<tr>
<td>5.1.K.F</td>
<td>Identify significant American holidays and their symbols.</td>
</tr>
</tbody>
</table>

Important Standards Addressed in the Unit

Misconceptions

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

Proper Conceptions

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

Concepts

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

Competencies

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

Vocabulary

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

Assessments:

- Think-Pair-Share
- Ticket out the door

Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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

Differentiation:

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

Interdisciplinary Connections:

- ELA - nonfiction texts

Additional Resources:

- Scholastic, “Let's Find Out”
- Nonfiction texts on holidays and American figures

Created By:

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

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- **Unit Five** – Community Helpers
- **Unit Six** – American Figures and Holidays – Veteran’s Day, Thanksgiving, Martin Luther King, Jr., Abraham Lincoln and George Washington
- **Unit Seven** – Cultural Traditions
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- **Unit Eleven** - Goods and Consumers
- **Unit Twelve** - Currency

**Unit Title**

- Cultural Celebrations

**Unit Summary**

- This unit teaches students about traditions of various winter holidays.

**Unit Essential Questions**

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

**Key Understandings**

- Winter holiday customs and traditions
Focus Standards Addressed in the Unit

8.4.K.C Identify different celebrations of different cultures from around the world.

8.4.K.A Explain how cultures celebrate.

Important Standards Addressed in the Unit

Misconceptions

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

Proper Conceptions

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

Concepts

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

Competencies

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

Vocabulary

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

Assessments:

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

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

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

Differentiation:

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

Interdisciplinary Connections:

ELA - nonfiction texts
Art

Additional Resources:

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

Created By:
Ashley Baechtle and Amy Albert
# Social Studies / Kindergarten
### Unit 8: Time Order - Timelines

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Unit</th>
<th>Suggested Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Kindergarten</td>
<td>Time Order - Timelines</td>
<td>February (to align with Journeys) - one lesson</td>
</tr>
</tbody>
</table>

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

### Grade Level Units
- **Unit One** – Classroom Rules and Responsibilities, School Citizenship
- **Unit Two** – Positions of Authority at School, Roles of Family Members
- **Unit Three** – Map Skills
- **Unit Four** – Settlement Characteristics
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- **Unit Twelve** - Currency

## Unit Title
Time Order - Timelines

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

### Unit Essential Questions
1. How do I show the order of time?

### Key Understandings
1. Time order
2. Past, present and future
### Focus Standards Addressed in the Unit

8.3.K.C Demonstrate an understanding of time order.

### Important Standards Addressed in the Unit

### Misconceptions
| Lack of understanding of the passage of time and vocabulary used to describe time | Proper Conceptions | Understanding of the difference between past, present and future |

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

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

### Vocabulary
- past, present, future, timeline

### Assessments:
- Student-created timeline

### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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

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

### Interdisciplinary Connections:
- ELA Journey’s text “Benjamin Franklin, Inventor”, other nonfiction texts

### Additional Resources:
- Examples of timelines
- Timeline template

### Created By:
- Ashley Baechtle and Amy Albert
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Unit Title
Landforms and Water Forms

Unit Summary
This unit teaches students about landforms and bodies of water.

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

Key Understandings
1. Landforms and bodies of water
Focus Standards Addressed in the Unit

| 7.2.K.B | Identify land and water forms. |

Important Standards Addressed in the Unit

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

Misconceptions

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

Proper Conceptions

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

Concepts

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

Competencies

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

Vocabulary

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

Assessments:

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

Suggested Strategies to Support Design of Coherent Instruction

**Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction**

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

Differentiation:

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

Interdisciplinary Connections:

- ELA - Journey’s text, “Exploring Land and Water”
- Writing
- Art

Additional Resources:

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

Created By:

Ashley Baechtle and Amy Albert
## Social Studies / Kindergarten

### Unit 10: Wants and Needs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Unit</th>
<th>Suggested Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Kindergarten</td>
<td>Wants and Needs</td>
<td>February - 2 lessons</td>
</tr>
</tbody>
</table>

### Grade Level Summary

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

### Grade Level Units

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

### Unit Title

Wants and Needs

### Unit Summary

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

### Unit Essential Questions

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

### Key Understandings

1. Difference between wants and needs
Focus Standards Addressed in the Unit

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

Important Standards Addressed in the Unit

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

Misconceptions

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

Proper Conceptions

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

Concepts

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

Competencies

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

Vocabulary

want, need

Assessments:

Sort wants and needs

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

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

Differentiation:

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

Interdisciplinary Connections:

ELA texts
Math - sorting

Additional Resources:

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

Created By:

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

## Grade Level Units

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods and Consumers</td>
<td>This unit teaches students about goods and consumers.</td>
</tr>
</tbody>
</table>

### Unit Essential Questions

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

### Key Understandings

1. Examples of goods
2. Definition of a consumer
Focus Standards Addressed in the Unit

6.2.K.A Identify goods and consumers.

Important Standards Addressed in the Unit

6.3.K.D Identify products produced in the region or state.
6.5.K.C Identify goods and services provided by local businesses.
6.2.K.C Identify advertisements that encourage use to buy things.

Misconceptions

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Competencies</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of goods as things that can be made or grown. Understanding of consumers as people who use goods.</td>
<td>Students will be able to provide examples of goods. Students will be able to describe what a consumer does.</td>
<td>good, consumer</td>
</tr>
</tbody>
</table>

Proper Conceptions

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

Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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

Differentiation:
Vary the level of response given during assessment.

Interdisciplinary Connections:
Math - sorting

Additional Resources:
-Brain Pop, Jr. video, “Goods and Services”
-Sorting manipulatives

Created By:
Ashley Baechtle and Amy Albert
Social Studies / Kindergarten

Unit 12: Currency

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

Grade Level Units

<table>
<thead>
<tr>
<th>Grade Level Units</th>
<th>Unit One – Classroom Rules and Responsibilities, School Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit Two – Positions of Authority at School, Roles of Family Members</td>
</tr>
<tr>
<td></td>
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<td>Unit Eight - Time Order - Timelines, Landforms and Water Forms</td>
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<td>Unit Nine - Landforms and Water Forms</td>
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<td>Unit Ten - Wants and Needs</td>
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<td>Unit Eleven - Goods and Consumers</td>
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<tr>
<td></td>
<td>Unit Twelve - Currency</td>
</tr>
</tbody>
</table>

Unit Title
Currency

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

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

Key Understandings
1. Types of currency  
2. Buying things using currency

Focus Standards Addressed in the Unit

6.2.K.D Identify currency and how it is used.
Important Standards Addressed in the Unit

Misconceptions

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

Proper Conceptions

- Money is earned by doing work.
- Currency has different values.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Competencies</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of a penny</td>
<td>Students will be able to identify and give the</td>
<td>currency, penny, nickel, dime,</td>
</tr>
<tr>
<td>Value of a nickel</td>
<td>value of the different types of currency.</td>
<td>quarter, dollar bill</td>
</tr>
<tr>
<td>Value of a dime</td>
<td>Students will be able to describe how currency</td>
<td></td>
</tr>
<tr>
<td>Value of a quarter</td>
<td>is used to make different purchases.</td>
<td></td>
</tr>
<tr>
<td>Value of a dollar bill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to use money to buy things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessments:

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

Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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

Differentiation:

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

Interdisciplinary Connections:

ELA - nonfiction currency texts, comparing and contrasting
Math

Additional Resources:

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

Created By:

Ashley Baechtle and Amy Albert