

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Grade K Social Studies

Course # 20

Length of Period (mins.) 20

Periods per Week: 3

Length of Course (yrs.) 1.0

Adopted: 4/25/05

Developed by:

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Description of Course

Course Title:

Grade K Social Studies - # 20

Goals:

- To provide students with a better understanding of the structure, roles, and economics of family and the school community
- To appreciate and understand the meaning of major holidays and the role of important people in our society
- To gain an understanding of basic geography
- To understand individual rights and responsibilities as a responsible citizen in the school community

Text:

My World, Houghton-Mifflin, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies
K – 5 Units

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
School/Civics	1	Students will explain the purposes of rules and laws, and why they are important in the home, classroom, and school.	L	<ul style="list-style-type: none"> Generate a list of home/classroom rules Role-play what these would look like Identify the rules of a game and discuss why the rules need to be followed in order for the game to work Using a Venn diagram, compare and contrast home and school rules 	<ul style="list-style-type: none"> Class discussion Play a game and observe student interactions 	5.1.3 B
	2	Students will define the principles and ideals shaping government including: justice, truth, diversity of people and ideas, common good, and citizenship.	A	<ul style="list-style-type: none"> Morning meetings throughout the year Incorporate the following vocabulary into discussions: justice, truth diversity, and common good 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Child demonstration 	5.1.3 C 7.3.3 B
	3	Students will explain why government is necessary in the classroom and school.	A	<ul style="list-style-type: none"> Read stories portraying the roles of principal, teacher, and student, ex. Miss Malarkey Doesn't Live in Room 9 Discussion of importance and responsibilities of each individual 	<ul style="list-style-type: none"> Teacher observation 	5.1.3 I 5.3.3C
	4	Students will explain the importance of respect for property, and opinions of others.	L	<ul style="list-style-type: none"> Model appropriate ways to use, care for, and clean up classroom materials and centers Morning Meeting Show and Tell Proper interaction Graph student opinions to timely situations 	<ul style="list-style-type: none"> Teacher observation 	5.1.3 J
Citizenship	5	Students will identify sources of conflict and disagreement, and display an understanding of conflict resolution.	A	<ul style="list-style-type: none"> Initiate class meetings to discuss and model conflict resolution strategies 	<ul style="list-style-type: none"> Class discussion Student demonstration 	5.2.3 C 5.2.3 F
	6	Students will identify examples of the rights and responsibilities of citizenship such as, personal rights, personal responsibilities, and civic responsibilities.	A	<ul style="list-style-type: none"> Generate a list of jobs/responsibilities that children have at home Have children suggest school rules that they can practice outside school that would also help them be good citizens of the community 	<ul style="list-style-type: none"> Student responses Class discussion 	5.2.3 A
Family	7	Students will identify and	L	<ul style="list-style-type: none"> Create a graph showing the number 	<ul style="list-style-type: none"> Class discussion 	5.1.3 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		distinguish between immediate family members.		of students that have brother(s) only, sister(s) only, brothers and sisters, or only child. <ul style="list-style-type: none"> Use graph to analyze and discuss what the graph reveals. 		
	8	Students will discuss and demonstrate acceptance of changing family roles and relationships (birth, divorce, etc.).	A	<ul style="list-style-type: none"> Read books focusing on families and home life such as <u>Families</u> by Meredith Tax and <u>All Kinds of Families</u> by Norma Simon. 	<ul style="list-style-type: none"> Class discussion 	6.1.3 A
	9	Students will identify rules and why they are an important part of family living.	A	<ul style="list-style-type: none"> Have each child bring in a list of the following family rules: safety rule, clean up rule, rule just for me, rule I don't like but need. Have students illustrate rules. 	<ul style="list-style-type: none"> Illustrations 	5.2.3 A
	10	Students will name extended family members.	A	<ul style="list-style-type: none"> Each child will create a simple family tree, which includes extended family, to examine his/her family structure. 	<ul style="list-style-type: none"> Family trees 	5.1.3 C
Economics	11	Students will describe how individuals, families, and communities with limited resources make choices.	A	<ul style="list-style-type: none"> Provide groups of children with a certain amount of tickets with which to buy a snack. Provide children with choices such as carrots, crackers, and pretzels. Working together as a group, children will decide how to purchase the snack of their choice. 	<ul style="list-style-type: none"> Teacher observation 	6.1.3 A
	12	Students will compare and contrast the wants and needs of different people.	A	<ul style="list-style-type: none"> Have children pretend they are planning a camping trip. Ask them to name things they will need for the trip. As children suggest items, draw them on chart paper to create a scene. Guide them in naming basic needs (food, shelter) and wants (camera, marshmallows). 	<ul style="list-style-type: none"> Have each child draw a picture of something he/she likes to do, and show in the picture one thing that is needed to do the activity. 	6.3.3 B
	13	Students will identify the cause and result associated with an economic decision.	A	<ul style="list-style-type: none"> Read "Arthur" books related to decision making, ex: <u>Arthur's Pet Business</u> Discuss cause and effect involved in story 	<ul style="list-style-type: none"> Fold drawing paper in half. On first side draw the cause of Arthur's decision, on second half draw the result. 	6.3.3 D 6.4.3 B
	14	Students will compare and contrast different occupations.	A	<ul style="list-style-type: none"> Create a dress-up box with items that represent jobs that people 	<ul style="list-style-type: none"> Teacher observation Alternative: Provide a 	6.4.3 A 6.5.3 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
				have: firefighter hat, chef hat, tool belt, stethoscope, camera, gardening tools, etc. Have children choose items from box and name his/her prop and the worker who uses it. Ask children to share what they know about the job that each worked has. <ul style="list-style-type: none"> • Class job charts 	matching activity which includes occupations and tools used in that job.	
Geography/Map and Globe Skills	15	Students will compare and contrast maps and globes.	A	<ul style="list-style-type: none"> • Distribute some “Model Magic” to each student and have him or her roll it into a ball. Using magic marker, have children write their name on the ball. Flatten the ball and describe how the name changed. Discuss how this correlates to a map and globe. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion 	7.1.3 A
	16	Students will differentiate areas of land and water on a map and globe, and identify basic land and river forms.	A	<ul style="list-style-type: none"> • Share fiction and nonfiction books, and maps and globes. • Ask children to point out areas of water and land, and use map keys to identify physical features. 	<ul style="list-style-type: none"> • Place a small piece of tape on each child’s right index finger. Have children sit in circle. Roll an inflatable globe to a child. When the child catches the globe, have him/her tell if the taped finger is pointing to land or water. Tally the results on chart paper. (Could be used as a center) 	7.1.3 A
	17	Students will explain ways in which natural hazards affect human activities (e.g., storms, lightning, flooding).	A	<ul style="list-style-type: none"> • Calendar/Weather Daily Routine 	<ul style="list-style-type: none"> • Class discussion 	7.4.3 A 8.1.3 B
Holidays/Current Events	18	Students will explain the importance of President’s Day	A	<ul style="list-style-type: none"> • Read a related book about George Washington • Art related projects <ul style="list-style-type: none"> – Portrait of Washington, – Log cabin made from Popsicle sticks 	<ul style="list-style-type: none"> • Class discussion 	5.1.3 K 8.1.3 A 8.1.3 C 8.1.3 D 8.3.3 A
	19	Students will identify contributions of George	A	<ul style="list-style-type: none"> • Read simple biographies of each president 	<ul style="list-style-type: none"> • Class discussion 	5.1.3 K 8.1.3 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Washington and Abraham Lincoln to United States history.		<ul style="list-style-type: none"> • Make log houses out of log pretzels or graham crackers (can use peanut butter or frosting) • Create banners using a black silhouette of Washington, red, white, and blue stripes, and stars 		8.1.3 C 8.1.3 D 8.3.3 A