

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**SOCIAL STUDIES**

**KINDERGARTEN**

Date of Board Approval: June 21, 2018

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

|                         |                |                  |                |                     |         |
|-------------------------|----------------|------------------|----------------|---------------------|---------|
| <b>TITLE OF COURSE:</b> | Social Studies | <b>SUBJECT:</b>  | Social Studies | <b>GRADE LEVEL:</b> | K       |
| <b>COURSE LENGTH:</b>   | Year           | <b>DURATION:</b> | 30 minutes     | <b>FREQUENCY:</b>   | 90 days |
| <b>PREREQUISITES:</b>   | N/A            | <b>CREDIT:</b>   | N/A            | <b>LEVEL:</b>       | N/A     |

**Course Description/Objectives:**

**Text:**

**Curriculum Writing Committee:**

## COURSE TIMELINE

|   |         |
|---|---------|
| <b>Unit 1: Civics and Government: Classroom Rules and Responsibilities</b> (Interspersed throughout the year)   | 45 days |
| <ul style="list-style-type: none"><li>• Rules</li><li>• Respect and Responsibility</li><li>• Conflict Resolution</li><li>• Collaboration</li><li>• School Authority Figures</li></ul>                                   |         |
| <b>Unit 2: Economics: Wants and Needs</b>   | 5 days  |
| <ul style="list-style-type: none"><li>• Wants and Needs</li></ul>   |         |
| <b>Unit 3: History: People, Symbols, and Events Across Time</b>   | 25 days |
| <ul style="list-style-type: none"><li>• Chronological Sequence</li><li>• National Holidays</li><li>• Cultural Celebrations</li><li>• Important Americans</li><li>• Historical Conflict</li><li>• U.S. Symbols</li></ul> |         |
| <b>Unit 4: Geography: Where Are We?</b>   | 15 days |
| <ul style="list-style-type: none"><li>• Maps</li><li>• Relative Location</li><li>• Climate and Weather</li></ul>  |         |

**TOTAL** 90 days

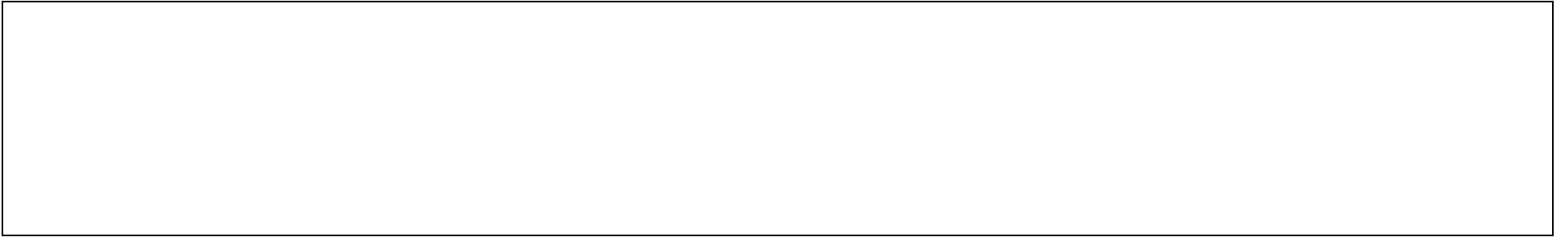
## **KNOW, UNDERSTAND, DO**

|                 |   |                    |              |
|-----------------|---|--------------------|--------------|
| <b>COURSE:</b>  | Social Studies  | <b>TIME FRAME:</b> | 45 days      |
| <b>UNIT #1:</b> | Civics and Government: Classroom Rules and Responsibilities | <b>GRADE:</b>      | Kindergarten |

### **STANDARDS:**

#### **PA Academic Standards for Civics and Government**

- 5.1.K.A.      • Explain the purpose of rules.
- 5.1.K.C.      • Define respect for self and others.
- 5.1.K.E.      • Demonstrate responsibilities in the classroom.
- 5.2.K.B.      • Identify a problem and discuss possible solutions.
- 5.2.K.D.      • Explain responsible classroom behavior.
- 5.3.K.B.      • Identify the role of adults in authority [in classroom] or in school.
- 5.3.K.F.      • Identify and explain behaviors for responsible classroom citizens.
- 5.4.K.A.      • Identify conflict in the classroom.
- 5.4.K.B.      • Identify how students can work together.



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| <b>COURSE:</b>  | Social Studies  | <b>TIME FRAME:</b> | 45 days      |
| <b>UNIT #1:</b> | Civics and Government: Classroom Rules and Responsibilities | <b>GRADE:</b>      | Kindergarten |

## UNDERSTANDINGS

Citizens are governed by rules within an organized system.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

*\*Foundational skills taught throughout the kindergarten curriculum.*

- Classrooms have rules to maintain order and safety, and there are consequences for not following rules.\*
- Responsible students take care of their classroom.\*
- Respect is treating others how you want to be treated.\*
- A conflict occurs when people disagree, and it can be resolved using specific strategies.\*
- Collaboration occurs when people work together to accomplish a task.\*
- Teachers, support staff, and the principal are authority figures in a school.\*

### DO

*\*Foundational skills taught throughout the kindergarten curriculum.*

- Distinguish between examples and non-examples of rule-following behavior.
- Maintain personal materials and belongings in an orderly manner.\*
- Distinguish between examples and non-examples of respectful behavior.
- Resolve interpersonal conflicts using specific strategies, such as speaking with respectful words, employing calming strategies (such as deep breathing, counting backwards), looking the person in the eye, telling the person how you feel, and giving and accepting an apology.\*
- Work with others in order to accomplish an identified goal or task.\*

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|  | <ul style="list-style-type: none"><li>• Identify authority figures and their roles in a school.</li></ul> |
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# KNOW, UNDERSTAND, DO

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|-----------------|----------------------------|--------------------|--------------|
| <b>COURSE:</b>  | Social Studies             | <b>TIME FRAME:</b> | 5 days       |
| <b>UNIT #2:</b> | Economics: Wants and Needs | <b>GRADE:</b>      | Kindergarten |

## STANDARDS:

### PA Academic Standards for Economics

- 6.1.K.B.      • Identify family wants and needs.
- 6.1.K.D.      • Identify a choice based on family interest.
- 6.4.K.D.      • Identify individual wants and needs.



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| <b>UNIT #2:</b> | Economics: Wants and Needs | <b>GRADE:</b>      | Kindergarten |

## UNDERSTANDINGS

Individuals' wants and needs influence their economic choices.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- A want is something you wish you had that is non-essential for survival. A need is something that is essential for survival.

### DO

- Sort examples of wants and needs.
- Develop a logical argument to support purchasing a need before a want.

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## KNOW, UNDERSTAND, DO

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| <b>COURSE:</b>  | Social Studies                                   | <b>TIME FRAME:</b> | 25 days      |
| <b>UNIT #3:</b> | History: People, Symbols, and Events Across Time | <b>GRADE:</b>      | Kindergarten |

### STANDARDS:

#### PA Academic Standards for History

- 8.1.K.A.      • Identify chronological sequence through days, weeks, months, and years.
- 8.1.K.B.      • With guidance and support, differentiate facts from opinions.
- 8.1.K.C.      • Explain how to locate information in a source.
- 8.2.K.D.      • Demonstrate an understanding of conflict.
- 8.3.K.A.      • Identify American people related to national holidays.
- 8.4.K.C.      • Identify different celebrations of different cultures.
- 5.1.K.F.      • Identify significant American holidays and their symbols.

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| <b>UNIT #3:</b> | History: People, Symbols, and Events Across Time | <b>GRADE:</b>      | Kindergarten |

**UNDERSTANDINGS**

Over time, there have been important people and events that have changed our country.

**COMMON ASSESSMENTS/CULMINATING ACTIVITY**

**KNOW**

*\*Foundational skills taught throughout the kindergarten curriculum.*

- Events exist in the past, present, and future.\*
- A week is seven days, and a year is twelve months.\*
- A fact can be proven. An opinion changes and cannot be proven.
- Text features (table of contents, captions, headings, photographs) help readers quickly locate information.
- National holidays celebrate the lives of American people, including Native Americans, Martin Luther King, Jr., Rosa Parks, and famous presidents, who have influenced our nation's history.
- Important people in the United States have changed unfair laws to affect change.
- There are certain symbols, including the American flag, that represent our country.
- Different cultures celebrate holidays, including but not limited to Christmas, Hanukkah, Ramadan, and Kwanzaa, in ways that are unique to their people.

**DO**

*\*Foundational skills taught throughout the kindergarten curriculum.*

- Use correct words and phrases related to chronology and time, such as now, long ago, before, and after.\*
- Recite days of the week and months of the year.\*
- Use correct tense and phrases, such as yesterday, today, and tomorrow, when speaking about events.\*
- Differentiate statements as fact or opinion within texts.
- Develop a logical argument based on personal opinion, such as favorite weather or season, in written format.
- Utilize text features, including tables of contents, captions, and headings, to locate key information in nonfiction texts.
- Explain the key roles of famous Americans in changing the course of American history.
- With teacher support, discuss conflict as related to the work of Martin Luther King, Jr. and Rosa Parks.
- Describe the significance of the American flag.
- Explain how different cultures celebrate holidays, including but not limited to Christmas, Hanukkah, Ramadan, and Kwanzaa, in ways unique to their people.

**KNOW, UNDERSTAND, DO**

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| <b>COURSE:</b>  | Social Studies           | <b>TIME FRAME:</b> | 15 days      |
| <b>UNIT #4:</b> | Geography: Where Are We? | <b>GRADE:</b>      | Kindergarten |

**STANDARDS:****PA Academic Standards for Geography**

- 7.1.K.B.      • Describe the location of places in the [classroom and school] to gain an understanding of relative location.
- 7.3.K.A.      • Describe how weather affects daily life.

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| <b>UNIT #4:</b> | Geography: Where Are We? | <b>GRADE:</b>      | Kindergarten |

### **UNDERSTANDINGS**

Our location affects what we wear and what we do.

## COMMON ASSESSMENTS/CLIMINATING ACTIVITY

### Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

#### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

#### **SETTING**

- Preferential seating

#### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

#### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)

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