

**Kindergarten Social Studies Scope and Sequence
Palisades School District**

Unit One

Unit Title: Me at School- starting with a three week introduction to Positive School Wide Behavior and Second Step Programs

Length of Unit: 9 weeks

Time Frame: Use the entire 9 weeks to teach and review school and classroom expectations, introduce and practice Positive School Wide Behavior Programs, and Introduce Second Step Lessons (some lessons are taught in Health Class). The Economic and History standards, that have not fit within the Second Step and School-Wide Positive Behavior lessons, may be presented last in the progression.

Sample Time Line:

- First 2-3 Weeks of School: Introduce PSWB rules and expectations, introduce and establish classroom and school rules, introduce Second Step in the 2nd or 3rd week (aim for 2 or 3 Second Step lessons)
- Second 3 Weeks of School: Review and practice classroom/school expectations, continue offering Second Step Lessons (aim for 2 Second Step lessons per week)
- Last 3 Weeks: Model and practice with rules, especially as problems or conflicts arise in class/school (ongoing work is essential), continue to offer Second Step Lessons (aim for two a week), teach additional standards that were not addressed, such as Economic and History standards (jobs at home, conflict, authority figures).

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content Students will know /use...	Key Skills Students will be able to...
5 -Explain the purpose and the need for rules. <u>5.1.K.A</u> <u>5.1.K.B</u> -Define respect for self and others. <u>5.1.K.C</u> -Demonstrate, explain, and identify responsibilities in the classroom and school. <u>5.1.K.E.</u> <u>K.2.K.A</u> <u>K.2.K.D</u> -Identify a problem and discuss	<u>Civics and Government</u> -We need rules at school to be safe and happy -Respect is taking/ showing care of/for others (golden rule) -What are classroom jobs and responsibilities? -What can we do to help	-Why do we have rules? -Why do we need rules? -How can you show respect? -What does a safe body look like? What does a safe classroom look like? -What are the problem solving steps?- Second	-know three rules for school: be safe, be respectful, be responsible -know what it looks like to be safe, respectful, and responsible in the classroom, on the bus, in the hallway, at lunch,	-State the three school rules -Demonstrate what the rules look like in different school settings -Identify problem solving steps from the Second Step Curriculum

<p>possible solutions. 5.2.K.B -Identify classroom projects/activities that support leadership and service. 5.2.K.C -Identify the role of adults in authority at home or in school. 5.3.K.B -Identify and explain behaviors for responsible classroom citizens. 5.3.K.F -Identify conflict in the classroom. 5.4.K.A -Identify how students can work together. 5.4.K.B</p>	<p>others in school? -Ways to solve a problem Second Step -Problem Solving Steps Second Step -Good listening skills and active listening Second Step -Fair Ways to play and work: share and take turns Second Step -Empathy is understanding how others feel and compassion is concern for others Second Step -Identify the feelings of others as well as internal feelings Second Step</p>	<p>Step -How do I use my body to listen? -What words can I use when I want to play, share, have a turn, etc.? -What does it feel like when I belly breathe? -How do I know what others are feeling and how can I figure out how I am feeling?</p>	<p>at recess, etc, -use language that will help them solve problems -use language that will enable them to initiate play, take turns, and share -know to use eye contact, verbally repeating ideas, and body posture to be an active listener -know to use the safe spot or calm corner in the classroom -know deep breathing techniques and focus on the present moment</p>	<p>-Use class discussion topics or turn and talk discussions to demonstrate active listening -Demonstrate how to use the safe spot/calm corner/rest stop to breathe for short durations Identify the feelings of others, using body, facial, and context clues -Demonstrate how to take deep belly breaths to calm down. -Participate in deep breathing exercises</p>
<p>6 -Identify the specialized role performed by each member of the family. 6.4.K.A</p>	<p><u>Economics</u> -We have jobs at home (and school) -Jobs and chores are ways of being helpful/ responsible</p>	<p>-What jobs could I do at home to be helpful to my family? -What jobs could I do at school to be helpful/ responsible?</p>	<p>-Jobs at home and school give everyone a chance to make the home or classroom better.</p>	<p>-Identify jobs at school and home</p>
<p>7</p>	<p><u>Geography</u></p>			
<p>7-Identify people in authority. 8.2K.A -Demonstrate an understanding of conflict. 8.2.K.D -Identify documents and artifacts important to the classroom community. 8.3.K.B. -Demonstrate an understanding of conflict and cooperation. 8.4.K.D</p>	<p><u>History</u> -School helpers, community helpers -We show respect to our teachers, helpers, and parents -Problem solving steps Second Step -We are a class/school family (community building)</p>	<p>-Who are the school helpers and who are the community helpers? -What does it look like when I show respect to adults/helpers/ parents? -What are the steps to solve a problem? -How is my class like a learning family or</p>	<p>-School helpers and community helpers have jobs that allow them to care for others.They can help us solve problems. -There are steps that help me solve a problem. -Some words help to solve problems.</p>	<p>-Identify school and community helpers -Participate in school family building tasks/activities -Locate and understand SWPBIS expectations posters throughout the building.</p>

		learning community?	-We work and play like a school family.	
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- **Second Step** has been listed near standards that apply to the Second Step curriculum. Second Step materials may be used to teach these standards/essential understandings and any other standards that connect to the Second Step content.
- **Economics-** The existing social studies big books have pages and lessons for the economic standards in this unit. You may look to your Benchmark Readers for extra support
- **Use SWPBIS rules and expectations.** Also incorporate guided play, interactive modeling, and role playing to familiarize students with school rules in all areas of the building.

Culminating Performance Task- RULE DEMONSTRATIONS

Purpose/Description: What will we assess? Why?
 Small groups of students could demonstrate or show what the school rules look like in one particular area of the school. A teacher may offer the prompt to each group such as: *“Show me what it looks like when you are following the school rules in the lunchroom.”*

WHAT & WHY- We would be assessing the students knowledge of rules as they are being applied. This task would look at both the identification of rules and the ability to transfer this knowledge into social situations. The task will also give students a chance to model rules for their peers and will involve additional practice in following rules.

Engaging Scenario:
 Small groups of students could demonstrate or show what the school rules look like in one particular area of the school. A teacher may offer the prompt to each group: *“Show me what it looks like when you are following the school rules in the lunchroom.”* If possible, the demonstrations can be videotaped via Ipad. If a video is made for each group, then the class could additionally view the video and discuss what they noticed the students doing to follow the rule. If the class/teacher chose not to video, the group could practice and demonstrate their rule/their behaviors to the class either in the appropriate setting or in the classroom. Teachers may vary this task to suit their class. For example, a teacher may prompt one small group of children with the following: *“Show me what it looks like when you are being safe, respectful, and responsible in the hallway.”* The students would talk about, plan, and practice the actions they want to show before performing/demonstrating.

Procedures:

- Set students into small groups
- Provide each small group with a school location.
- Prompt groups with: *“Show me what it looks like when you ENTER SCHOOL RULES HERE in the SCHOOL AREA.”*
- Provide planning and practice time for each group- with an adult for guidance if possible
- Students will demonstrate/show their rule for the class as determined by the teacher
- Discussions of what positive behaviors were noticed can occur- as determined by the teacher

Materials Needed:

- Ipad

- School rule posters for reference
- Additional classroom helpers- to oversee group practice

Scoring Rubric- **TASK DOES NOT NEED TO BE ASSESSED**- the rubric below is for guidance only as needed

Exceeds Expectations	Meets Expectations	Time and Practice Needed	Does Not Adequately Meet Grade Level Expectations
<ul style="list-style-type: none"> • Task was completely and accurately presented • Student participated fully and demonstrated engagement • Student demonstrated leadership in group work • Student used time wisely and kept to task 	<ul style="list-style-type: none"> • Task was completely and accurately presented • Student participated in practice and delivery of task 	<ul style="list-style-type: none"> • Task was somewhat completely presented- may be some inaccuracies in demonstration • Student participated somewhat 	<ul style="list-style-type: none"> • Work/task was not completely presented • Rule inaccuracies in presentation • Student may have been off task
<p>Standards Assessed:</p> <ul style="list-style-type: none"> • Demonstrate, explain, and identify responsibilities in the classroom and school. 5.1.K.E. K.2.K.A K.2.K.D 			

Unit Two

Unit Title: Me at Home

Length of Unit: 9 weeks

This unit contains all of the Social Studies standards that do not relate to our beginning of the year unit and teachings about rules, expectations, social skills, and citizenship.

Sample Timeline: The teacher will design his/her timeline to fit best the students

- Weeks 1 & 2, start with Economics goals. Explore: needs, wants, jobs, money, consumers, advertisements, and local businesses and products
- Weeks 3, 4, 5: holidays, symbols (Civics and Government), important buildings/ sites (History), cultural celebrations and people related to holidays (History), and special community helpers (Economics) **SHARE CULMINATING TASKS HERE**
- Weeks 6 & 7 : Geography such as map skills, landforms, and bodies of water
- Weeks 8 & 9: History standards: time order, fact and opinion, calendar, locate information
- Culminating task presentations could be presented in the first chunk of the timeline or in the last chunk, depending upon teacher preference. Add the extra week of instruction to the timeline wherever the presentations fall.
- Check out Smithsonian History Explorer Website

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content Students will know...	Key Skills Students will be able to...
5 -Identify significant American holidays and their symbols. <u>5.1.K.F</u> -Identify the roles of firefighters, police officers, and emergency workers. <u>5.3.K.C</u> -Identify individuals who volunteer in the community. <u>6.5.K.A</u>	<u>Civics and Government</u> -We celebrate special holidays that are part of our country's history. -Our country has pictures or symbols that have special meaning to us. <u>Civics and Economics</u> -There are special helpers in our community to help and care for us.	-What holidays are important in our country? -How do we celebrate different national holidays? -What are some of our countries' national symbols? -Who are the community helpers in our area?	-Some national holidays -Different ways to celebrate national/ American holidays - Some American symbols -The roles of our community helpers	-Identify some American holidays and how we may celebrate on such days -Identify some American symbols -Identify community helpers and describe what they do
6 -Identify how scarcity influences	<u>Economics</u> -We need things (that we	-What are the things that we need to survive?	-that there are things that we need (to survive) and	-identify needs and wants -describe the difference

<p>choice. 6.1.K.A -Identify family wants and needs, 6.1.K.B -Identify individual wants and needs. 6.4.K.D -identify choices to meet needs and based on family interest. 6.1.K.C 6.1.K.D. -Identify goods and consumers. 6.2.K.A -Identify advertisements that encourage us to buy things. 6.2.K.C -Identify currency and how it is used. 6.2.K.D -Identify products produced in the region or state. 6.3.K.D -Identify the specialized role performed by each member of the family. 6.4.K.A -Identify goods and services provided by local businesses. 6.5.K.C</p>	<p>don't have-or have little of) to survive -There are things a family/that you need(s) to survive and things a family/you want(s) for fun -We make choices about what we (our family needs) need to get in order to survive -Consumers buy items and good are the items that we buy -Advertisements show us items that we may need or want to buy -We work to make money and we spend this money on things we need and want. -Eastern Pennsylvania is known for producing agricultural products like dairy, corn, and soybeans. PA businesses make famous products like pretzels, potato chips, guitars, and baseball bats. -Everyone in our family has special jobs to do -There are businesses in/near our community that make products and offer help.</p>	<p>-What are the things that you want for fun and how are they different from what you need to survive? -How can you make choices about what you need? -What are consumers and what are goods? -What do commercials and advertisements do for us? -How do we get money? -What do we trade money for? -What types of items are made in our part of Pennsylvania? -What are the jobs in our families? What jobs are done by the members of your family? -What businesses are near your home and community?</p>	<p>that these are things we have little of (scarcity). -there are things we/our family need(s) and things we/our family want(s) -we can make choices about what to buy when we need or want something -how to identify goods and consumers -the purpose of advertisements -how money is earned and traded/used -there are certain agricultural products and other items that our area is known for producing -family members carry out different jobs to help the family/home to work well</p>	<p>between needs and wants -discuss the choices involved in trading money for needs and wants -identify the consumer as the person who needs or wants and the product as the item in need/want -identify the role of advertisements -describe how money is earned and traded for goods -identify products that come from our part of Pennsylvania -identify jobs/roles that are carried out in a family</p>
<p>7 -Interpret a simple map of a known environment. 7.1.K.A -Describe the location of places in the home, school, and community</p>	<p><u>Geography</u> -We find/locate places on a map, a map shows us where things are -How are various homes the</p>	<p>-How does a map work? - Are there different types of homes? -How are the businesses near us different or similar?</p>	<p>-Maps show us where places are located -Homes can look different and businesses can do different things</p>	<p>-locate a place on a map -identify different types of homes and different types of businesses -identify different</p>

<p>to gain an understanding of a relative location. 7.1.K.B -Describe characteristics of homes and businesses located in the community to gain an understanding of physical features. 7.2.K.A -Identify land and water forms. 7.2.K.B -Describe how weather affects daily life. 7.3.K.A -Identify local bodies of water and landforms to gain an understanding of their impact on the local community. 7.4.K.A</p>	<p>same and different, and how are local businesses the same or different -Identify 4 major landforms: mountains, hills, and plateaus, plains and bodies of water (oceans/seas, lakes and rivers/streams). -Our local bodies of water are -Weather effects</p>	<p>-What are the different bodies of water? -What are the different types of landforms? -What are our local bodies of water? -What do we need to do differently in different types of weather? How does weather change our day?</p>	<p>-how to identify major landforms and bodies of water -the names of local bodies of water and what they can be used for -we dress and prepare differently for different weather</p>	<p>landforms and bodies of water -discuss how we use local bodies of water -articulate how we prepare differently for different weather</p>
<p>8 -Identify chronological sequence through days, weeks, months, and years (calendar time). 8.1.K.A -Differentiate facts from opinions as related to an event (with guidance and support). 8.1.K.B -Explain how to locate information in a source. 8.1.K.C -Examine photographs of documents, artifacts, and places unique to Pennsylvania. 8.2.K.B -Identify American People related to national holidays. 8.3.K.A -Demonstrate an understanding of time order. 8.3.K.C -Explain how cultures celebrate. 8.4.K.A -Identify different celebrations of different cultures around the world. 8.4.K.C</p>	<p><u>History</u> -calendar introduction and exploration -fact vs. opinion- with prompting and support -use nonfiction text features to locate information -share photos of/discuss significance of important PA monuments, buildings, symbols; for example: Harrisburg State Capitol Building, Indep, the Liberty Bell, in Philadelphia, No.9 Coal Mine Museum in Lansford, and Landis Museum (German American Historical Site). -Americans that are important and celebrated during national holidays: presidents, military personnel/veterans, labor</p>	<p>-How does the calendar help us keep track of time? -How is a fact different from an opinion? -How can we find the information that we need in a book/magazine? -What are presidents, military, laborers, veterans? Why do we honor them? -How can we put events in order/on a flow chart -How do different cultures/people celebrate special days?</p>	<p>-the basic elements/ purpose of a calendar -identify facts and opinions -table of contents and index features help us to find information -discuss who is honored during national holidays: president's day, veterans days, labor day, memorial day, Martin Luther King Day -how to sequence events in time order -discuss the ways in which people celebrate special cultural dates</p>	<p>-describe what the calendar does and how it helps -differentiate between a fact and opinion -table and contents and index lists are tools for finding information -discuss why we honor special people on National holidays -sequence events in time order -identify ways to celebrate special cultural dates</p>

<p>workers, MLK Jr. -review time order and sequence of events -introduction to some cultural celebrations for example: Cinco de Mayo, Chinese New Year, Bastille Day, 4th of July, Native American Pow Wow,</p>			
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Example Lesson Ideas for the Me At Home Unit

- **Map Skills-** focus on local maps, making/reading maps of the home or local community, introduce maps as having the purpose of locating places, find locations on a map of a home or neighborhood
- **Map skills-** nationalgeographic.org is a map resource
- **Map Skills-** Nystrom Map Materials may still be available in some classrooms. At the kindergarten level there was a Nystrom big book of maps.
- **Landforms (4 major) and Bodies of Water** (3 or 4 depending upon if you teach sea vs. ocean)- look at/compare and contrast the basic/major types of landforms and water, can the student distinguish/differentiate between an ocean and a river, use pictures or video footage to show either land/water forms, use body motions/pantomime to show the flow of a river and the waves, ripples, storms of the sea, hold hands and spread out to become a big ocean- then fan in to be a smaller lake, songs or fingerplays about water and land. A sea is smaller than an ocean and a sea is a smaller part of an ocean, and a sea is typically partially enclosed by land. Seas are usually found where oceans and land meet. A cute song idea: use the tune THE WHEELS ON THE BUS to sing *the waves in the ocean go up and down, the water in the river flows to the sea, etc.*
- **Landforms and Water-** Epic has a few books on landforms and bodies of water (getepic.com)
- Make a list of how we benefit from/ can use a river like the Delaware River or a lake like Lake Nockamixon or Tohickon Creek- **local water bodies**. What do we do at the river or the lake?
- **HOMES-** Use our existing social studies big books (Scott Foresman) to look at how homes can look different and vary in size and location/surrounding. Draw a picture and describe your home. Make a map of your home. Sort pictures of homes based on an attribute.
- Math **calendar** work. A lot of noticing about the calendar can be done at math time or a class meeting time.
- **Important PA places-** watch a brief virtual tour of the Capitol building or Independence Hall
- **Celebrations-** there are celebrations pages in our S.S. big book with simple text and pictures to support, discuss if you were to celebrate a USA holiday, what would you plan to do, eat, etc.
- **Sequence of Events & Locating Information:** The skills of identifying sequences of events and locating information in texts are also taught in the Benchmark Literacy program and highlighted in Amplify science. Perhaps the review of a flow chart to organize sequences would be a nice review here.
- **Holidays, Cultural Celebrations, and National/American Symbols:** look to the Scott Foresman lessons and big books for content.

Culminating Performance Task- FAMILY SHARE

Purpose/Description: What will we assess? Why?

A Family Share Task- Students would share/teach something about their family. Options are a family timeline, a family tree, a family video, or other share formats, depending upon teacher preference. All students could be assigned the same task or families could be allowed to choose one.

WHAT- The family share will allow students to communicate with others, talk about their family, show how families are different and similar, and allow students to learn more about each other.

WHY- The family share is a classroom community builder. The project will give each student a chance to teach something about their family.

Engaging Scenario:

This task is determined by teacher preference. The Family share could be a timeline created by the student at home with his/her family. It could be a family tree, again, created at home. Or the family might create a family video that could be emailed to the teacher and shared. Each option would highlight family in various ways: the timeline focuses on important events, the family tree focuses on members and their jobs, and the video could show the family members and the home setting as well as things the family likes to do together.

Procedures:

- Select a format: timeline, family tree, family share video, etc.
- Provide explicit directions for at-home work completion- this task will be done at home
- Allow class time for sharing and discussion
- This task can be varied depending upon teacher preference and the needs of the class

Materials Needed:

- Video recording device- Iphone or Ipad
- Paper for visuals
- Family photographs

Scoring Rubric- **TASK DOES NOT NEED TO BE ASSESSED**- the rubric below is for guidance only as needed

Exceeds Expectations	Meets Expectations	Time and Practice Needed	Does Not Adequately Meet Grade Level Expectations
<ul style="list-style-type: none"> ● Work was complete and accurate ● Work shows much detail and effort 	<ul style="list-style-type: none"> ● Work was complete and accurate ● Work shows some detail and effort 	<ul style="list-style-type: none"> ● Work is partially complete ● Work shows/teaches little about the student's 	<ul style="list-style-type: none"> ● Work is incomplete ● Work does not teach about the student's family

<ul style="list-style-type: none"> • Work teaches about families by highlighting important family events, family members and their jobs, the family environment (home), and/or how the family spends time together 	<ul style="list-style-type: none"> • Work teaches/shares at least one thing about the family 	<p>family, but does show/represent the family (e.g., a picture of the family)</p>	
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Standards

- Identify the specialized role performed by each member of the family.
- Describe characteristics of homes and businesses located in the community to gain an understanding of physical features. 7.2.K.A
- Explain how cultures celebrate. 8.4.K.A
- Identify different celebrations of different cultures around the world. 8.4.K.C