Wilson Area School District  
Planned Course Guide

**Title of planned course:** Kindergarten Social Studies

**Subject Area:** Social Studies

**Grade Level:** Kindergarten

**Course Description:** Students will be introduced to basic concepts within Civics and Government, Economics, Geography, and History.

**Time/Credit for this Course:** 1 Academic School Year

**Curriculum Writing Committee:** Rebecca Lombardo and Rebecca Bennett
Curriculum Map

**August:** Unit 1 – School Time

**September:** Unit 2 – Follow the Rules (Beginning of month)

**October:** Scholastic News – Columbus Day

**November:** Scholastic News – Thanksgiving

**December:** Unit 4 – Looking at People, Scholastic News – Holidays around the World

**January:** Scholastic News – Martin Luther King

**February:** Unit 5 – Long Ago and Today: Lesson 2, 3, 4, 5, Scholastic News – President’s Day

**March:** Unit 3 – My Place on Earth (Toward end of month to prepare for Earth Day)

**April:** Unit 6 – Workers All Around

**May:** Unit 5 – Long Ago and Today: Lesson 1

**Throughout year:** Use a Calendar, Putting Things in Order
Wilson Area School District
Planned Course Materials

Course Title: Kindergarten Social Studies

Textbook: Harcourt Horizons – All About Me, All About Me Workbook

Supplemental Books: Monthly Scholastic News

Additional Children’s Literature:
- Miss Bindergarten Gets Ready for Kindergarten by: Joseph Slate
- Howard B. Wigglebottom Learns to Listen by: Howard Binkow
- No David Goes to School by: David Shannon
- Have You Filled Your Bucket Today? by: Carol McCloud
- Pledge of Allegiance by: John Fleck
- Recycle by: Gail Gibbons
- Michael Recycle by: Ellie Bethel
- If You Could go to Antarctica (Reading Street)
- Abuela (Reading Street)
- Then and Now (Reading Street)
- My Brother Martin by: Christine King Farris
- President’s Day by Anne Rockwell
- Jobs from A to Z by: Allison Mangrum
- Career Day by: Anne Rockwell

Teacher Resources: Scholastic.com, Let’s Find Out, United Streaming, Pearson Envision Math, Calendar Math, Scott Foresman – Reading Street, Second Step
Curriculum Scope & Sequence

Planned Course: School Time

Unit: 1

Time frame: 5 Lessons


Essential content/objectives: At end of the unit, students will be able to:
- Identify ways in which individuals are unique.
- Identify and locate specific areas of the school.
- Identify and describe the role of school leaders and leaders of the community.
- Compare and contrast schools of today and schools in the past.
- Describe tools found in a classroom and how tools help us learn.
- Use tools appropriately.
- Use directional words to locate classroom objects.
- Demonstrate problem solving by identifying choices and consequences.

Core Activities: Students will complete/participate in the following:
- Complete Unit 1, lessons 1 – 5
  - Look at My Classroom
  - Solve a Problem
- Read Miss Bindergarten Gets Ready for Kindergarten by: Joseph Slate
- Problem solving role play
- Say, Think, Act, and Reflect Lesson
- Tour of school building
- School scavenger hunt with map
- Activity book pages

Extensions:
- Second Step – Problem Solving Lesson
- Play “I Spy” using directional words
- Math – Topic 15: Position and Location of Shapes Introduction (Directional Words)
- Math – Graph likes and dislikes to show how students are unique.
- Classroom get to know each other activities (All About Me, Student of the Week, etc.)
Remediation:
- Continuous role playing of behavior choices and conflict resolution.
- Modeling sharing, how to use school tools, and classroom procedures.
- Comparing and contrasting students’ likes and dislikes.
- Model “Say, Think, Act, and Reflect” in specific situations.

Instructional Methods:
- Music
- Response to Literature
- Group Role Playing
- Direct Explicit Instruction
- Puppets
- Whole Group Discussion

Materials & Resources:
- Second Step Cards and Puppets
- Miss Bindergarten Gets Ready for Kindergarten by: Joseph Slate
- Graphic Organizers
- School Map
- Activity Book (Pages 1 – 7)
- Horizons Big Book (Pages 2 – 9)

Assessments:
- Unit 1 Test (Pages 14-15)
- Projects (All About Me)
- Formative and Informative Assessments
Curriculum Scope & Sequence

Planned Course: Follow the Rules

Unit: 2

Time frame: 9 Lessons


Essential content/objectives: At end of the unit, students will be able to:
- Identify the importance of being a good citizen at school and in the community.
- Identify and follow school rules and consequences.
- Identify the need for rules in the community and school.
- Recite the Pledge of Allegiance.
- Demonstrate patriotic behavior while reciting the Pledge of Allegiance and singing the National Anthem.
- Identify the flag as a symbol of our country.
- Identify authority figures in the home, school, and community, and why they are needed.
- Describe the benefit of cooperation, sharing, and respect.
- Recognize a map of the United States.

Core Activities: Students will complete/participate in the following:
- Complete Unit 2, Lessons 1 – 6
  - Working Together
  - Make a Choice by Voting
  - This Is Our Country
- Design/explain classroom rules and consequences.
- Make and color an American flag.
- Locate and identify signs around the school and neighborhood.

Extensions:
- Second Step lessons
- Play follow the leader
- Class votes
- Design rule makers and breakers
- Make cards for people in the community
- Read: Howard B. Wigglebottom Learns to Listen, No David Goes to School, Have You Filled Your Bucket Today?, Pledge of Allegiance Book
- The Rules Rap – By Dr. Jean
Remediation:
- Daily review of classroom rules.
- Daily practice of reciting the Pledge of Allegiance.
- Weekly singing the National Anthem.
- Recognize/praise students that show good citizenship.
- Model cooperation and sharing.

Instructional Methods:
- Role Playing
- Children’s Literature
- Whole Group Discussion
- Music

Materials & Resources:
- *Howard B. Wigglebottom Learns to Listen* by: Howard Binkow
- *No David Goes to School* by: David Shannon
- *Have You Filled Your Bucket Today?* by: Carol McCloud
- *Pledge of Allegiance* by: John Fleck
- National Anthem
- Dr. Jean’s CD
- Art and Craft Supplies for flag and cards
- Activity Book (Pages 8 – 16)
- Horizons Big Book (Pages 11 – 27)

Assessments:
- Unit 2 Test (Pages 64-65)
- Formative assessment through everyday use
Curriculum Scope & Sequence

Planned Course: My Place on Earth

Unit: 3

Time frame: 9 Lessons


Essential content/objectives: At end of the unit, students will be able to:
- Compare and contrast different landforms and bodies of water.
- Locate places on a map by using map keys and symbols.
- Compare and contrast urban and rural communities.
- Recite home address.
- Explain how the environment affects the way people live, their homes, and ways of earning a living.
- Identify natural resources and ways to conserve natural resources.

Core Activities: Students will complete/participate in the following:
- Complete Unit 3, Lessons 1 – 6
  - Read a Neighborhood Map
  - Land and Water on Maps and Globes
- Create a school map and classroom map.
- Recycling games. (Sorting)
- Treasures from trash activity. (Reusing)

Extensions:
- Read: Michael Recycle by: Ellie Bethel
- Read: If You Could go to Antarctica (Reading Street: Unit 4, Week 5)
- Read: Recycle by: Gail Gibbons
- Reading of Folk Tale – Reader’s Theater
- United Streaming Video on landforms
- Google Earth
- Additional Recycling Projects
- Complete Earth Day Book
- FOSS – Trees Unit
- Nystrom Maps and Globes
Remediation:
- Review of map skills.
- Review of landforms and bodies of water.
- 1 on 1 review of home address.
- Direct instruction on natural resources.

Instructional Methods:
- Graphic Organizers
- Class Discussions
- Activity Book
- Art Projects
- Children’s Literature

Materials & Resources:
- *Michael Recycle* by: Ellie Bethel
- *If You Could go to Antarctica* (Reading Street)
- *Recycle* by: Gail Gibbons
- Internet/United Streaming
- Activity Book (Pages 17 – 24)
- Horizons Big Book (Pages 29 – 48)

Assessments:
- Unit 3 Test (Pages 128-129)
- Projects
Curriculum Scope & Sequence

Planned Course: Looking at People

Unit: 4

Time frame: 7 Lessons


Essential content/objectives: At end of the unit, students will be able to:
- Identify similarities and differences in families around the world.
- Identify customs, traditions, and celebrations from the United States and around the world.
- Recognize globally that there are different religions, languages, and cultures.

Core Activities: Students will complete/participate in the following:
- Complete unit 4, Lessons 1 – 4
  - Putting Things into Groups
  - Find Countries on a Map
- Who Are my Relatives? Activity
- Sorting Activity
- Continent Puzzle
- Activity Book Pages

Extensions:
- Scholastic News: Holidays Around the World
- Our Families Quilt
- Art Activity: Favorite Family Times
- We Are Special Game
- Family Tree
- Home/School Project
- Classroom Cookbook
- African Music
- Math Topic 13 – Sorting, Classifying, Counting, and Categorizing Data
- Make greeting cards for different holidays
- Read Abuela – Reading Street Unit 4, Week 6
- Calendar Math

Remediation:
- Individual instruction and practice on categorizing.
- Vocabulary Review
Instructional Methods:
- Class Discussions
- Workbook Pages
- Hands on Activities
- Art Projects
- Music
- Videos
- Internet Visuals
- Show & Tell
- Children’s Literature

Materials & Resources:
- United Streaming
- Scholastic News
- Art Supplies
- African Music
- Math Envision Topic 13
- Abuela – Reading Street
- Activity Book (Pages 25 – 30)
- Horizons Big Book (Pages 50 – 62)

Assessments:
- Unit 4 Test (Pages 192-193)
- Projects
Curriculum Scope & Sequence

**Planned Course:** Long Ago and Today

**Unit:** 5

**Time frame:** 8 Lessons

**State Standards:** 8.1.K.A; 8.3.K.A, C; CC.1.4.K.P; CC.1.5.K.A

**Essential content/objectives:** At end of the unit, students will be able to:
- Describe the four seasons.
- Associate seasonal holidays and particular months with seasons.
- Identify and explain national holidays and the customs associated with each holiday.
- Sequence events by using yesterday, today, and tomorrow.
- Recite days of the week and months of the year in sequential order.
- Use time order words: before, after, next, first, and last correctly.
- Identify the importance of technology in home and school.
- Describe the impact of technology on daily life.

**Core Activities:** Students will complete/participate in the following:
- Complete Unit 5, Lessons 1 – 5
  - Use a Calendar Lesson
  - Put Things in Order Lesson
- Sequencing Lesson
- Comparing and Contrasting Present and Past
- Look How I’ve Changed! Activity

**Extensions:**
- Science – FOSS lesson on seasons
- Read: *Then and Now* – Reading Street
- Read: *My Brother Martin* by: Christine King Farris
- Read stories about Abraham Lincoln and George Washington
- Scholastic News – Presidents
- Read: *President’s Day* by Anne Rockwell
- Calendar Math
- Math unit – telling time
- Reading – sequencing
- Create a seasons book
- Grammar lesson – past, present, future
- Calendar bingo
Remediation:
- Explicit instruction and review of sequencing.
- Daily review of a calendar.
- Daily review of days of the week. (order, yesterday, today, tomorrow)
- Daily review of months of the year.
- Daily review of vocabulary.

Instructional Methods:
- Whole Group Discussion
- Children’s Literature
- Daily Routines
- KWL Chart
- Poetry
- Music
- Art Projects

Materials & Resources:
- Graphic Organizers
- Dr. Jean’s – Days of the Week and Months of the year CD
- Art Supplies
- President’s Day by Anne Rockwell
- Then and Now – Reading Street
- My Brother Martin by: Christine King Farris
- Math Lessons – Time, Clocks, Calendar
- Activity Book (Pages 31 – 37)
- Horizons Big Book (Pages 64 – 77)

Assessments:
- Unit 5 Test (Pages 242-243)
- Calendar Routines
Curriculum Scope & Sequence

**Planned Course:** Workers All Around

**Unit:** 6

**Time frame:** 10 Lessons


**Essential content/objectives:** At end of the unit, students will be able to:
- Identify needs and wants.
- Identify jobs in the home, school, and community.
- Compare and contrast jobs that provide goods with those that provide services.
- Identify ways that technology has impacted the workforce.
- Explain how basic human needs for food, clothing, and shelter can be met.
- Identify the correlation between work and money.
- Describe the benefit of saving.
- Use the decision-making process to implement a decision.

**Core Activities:** Students will complete/participate in the following:
- Complete Unit 6, Lessons 1 – 6
  - Follow a Route on a Map
  - Use a Picture Graph
  - Make a Choice when Buying
- Sorting Activity: Wants and Needs of Consumer Goods

**Extensions:**
- Future Career Dress Up
- Career Day
- Create a “Career Day” Book
- Read: *Career Day* by: Anne Rockwell
- Read: *Jobs from A to Z* by: Allison Mangrum
- Math Lessons – Money
- Math Topic 13, Lesson 7 – Picture Graphs

**Remediation:**
- Daily review of money.
- Review of wants and needs.
- Practice using picture graphs.
- Daily review of vocabulary.
**Instructional Methods:**
- Whole Group Discussion
- Children’s Literature
- Art Projects
- Math manipulatives – coins
- Hands on Activities
- Community Speakers
- Internet Visuals

**Materials & Resources:**
- Graphic Organizers
- Math Topic 13, Lesson 7 – Picture Graphs
- Art Supplies
- *Career Day* by: Anne Rockwell
- *Jobs from A to Z* by: Allison Mangrum
- Community Maps
- Magazines for sorting activity
- Internet
- Activity Book (Pages 38 – 46)
- Horizons Big Book (Pages 79 – 100)

**Assessments:**
- Unit 6 Test (Pages 298-299)
- Career Day Assemblies
- Culture Day Assemblies
Recognition of Specific Holidays

**October:** Scholastic News – Columbus Day

**State Standards:** 5.1.K.F; 8.3.K.A

**November:** Scholastic News – Thanksgiving

**State Standards:** 5.1.K.F; 8.3.K.A

**December:** Scholastic News – Holidays Around the World

**State Standards:** 5.1.K.F; 8.4.K.A,

**January:** Scholastic News – Martin Luther King

**State Standards:** 5.1.K.F; 8.3.K.A

**February:** Scholastic News – President’s Day

**State Standards:** 5.1.K.F; 8.3.K.A