

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

SOCIAL STUDIES

**Grade Level:
Kindergarten**

Date of Board Approval: 2016

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Kindergarten Social Studies

Subject Area: Social Studies

Grade(s): K

Course Description:

This Kindergarten course will introduce the students to the fundamentals of social studies. Using literature from the current reading series and the Kindergarten social studies text, students will discover information about civic and government, geography, history, and economics. This curriculum is aligned with the Pennsylvania State Standards.

Time/Credit for the Course: One year, half an hour daily

Curriculum Writing Committee: Cassandra Zegarski and Karen Bailor

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Curriculum Map

1. Marking Period One

Overview with time range in days: Weeks 1-9- (45 Days)

Goal: Civics and Government

Understanding of: Rules & Procedures and Getting Along

2. Marking Period Two

Overview with time range in days: Weeks 10-18 (45 Days)

Goal: Geography and History

Understanding of: Places we live and What happened long ago

3. Marking Period Three

Overview with time range in days: Weeks 19-27 (45 days)

Goals: Geography (physical systems) and History

Understanding of: Weather, seasons, and our Earth
Freedoms and people who made a difference

4. Marking Period Four

Overview with time range in days: Weeks 28-36 (45 days)

Goals: Economics

Understanding of: Needs and wants

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Curriculum Plan

Unit: Civics and Government

Time Range in Days: 45 Days

Standard(s):

Pennsylvania Academic Standards

Standards Addressed:

5.1.K.A; 5.1.K.B; 5.1.K.C; 5.1.K.E; 5.1.K.F

5.1.C.A; 5.1.C.B; 5.1.C.C; 5.1.C.D; 5.1.C.E; 5.1.C.F

5.2.K.A; 5.2.K.B; 5.2.K.C; 5.2.K.D

5.2.C.A; 5.2.C.B; 5.2.C.C; 5.2.C.D

5.3.K.B; 5.3.K.C; 5.3.K.F

5.3.C.A; 5.3.C.B; 5.3.C.C; 5.3.C.D; 5.3.C.E; 5.3.C.F; 5.3.C.G; 5.3.C.H; 5.3.C.I

5.4.K.A; 5.4.K.B

Standard(s):

Pennsylvania Academic Core Standards English/Language Arts

Standards Addressed:

CC.1.3.K.A; CC.1.3.K.B; CC.1.3.K.C; CC.1.3.K.F4.; CC.1.3.K.G7.

CC.1.1.K.A; CC.1.2.K.B; CC.1.1.K.C; CC.1.1.K.F; CC.1.1.K.G

CC.1.4.K.D; CC.1.4.K.F; CC.1.4.K.L; CC.1.4.K.O; CC.1.4.K.P

CC.1.5.K.A; CC.1.5.K.C; CC.1.5.K.D

Overview:

In Unit 1, students learn about different people, places, and events that are important to them as they begin their school year as kindergartners.

In Unit 5, students learn about rules and laws and also why symbols are important in the United States and India.

Focus Question(s):

How do families care about each other?

What can families do together?

What special days do you celebrate?

What do you learn at school?

What rules do you have at your school?

How does this school in Africa look like your school?

Why should we follow laws?

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What is the Constitution?

What are citizens?

How do you become a citizen?

Why do people vote?

Who are the leaders of our community, state, and country?

What are the symbols for the United States and Pennsylvania?

How are India's symbols like ours?

Goals:

Students understand that families care for each other in many ways.

Students will understand rules and laws and note that symbols stand for a country.

Objectives:

Students will:

1. Identify rules in school related to fire drills, lunch, walking in halls, bus safety, classroom, and playground (DOK-1)
2. Explain what happens when rules are broken (DOK-1)
3. Suggest rules which could make the classroom or school a better place (DOK-2)
4. Discuss how rules help society (DOK-1)
5. Identify people in authority in the school, community, state, and nation (DOK-1)
6. Demonstrate respect for authority by following classroom and school rules (DOK -3)
7. Understand that the proper exercise of authority is a form of government (DOK-1)
8. List several freedoms we have in our country (freedom of speech, etc.) (DOK-1)
9. Understand the term *liberty* (freedom) as used in the Pledge of Allegiance (DOK-1)
10. Understand the term *justice* as used in the Pledge of Allegiance (DOK-1)
11. List examples of behaviors that demonstrate good citizenship. (DOK-1)
12. Explain how a choice or action may be just or unjust (DOK 3)
13. Identify why people make choices (DOK-1)
14. Discuss the importance of treating people fairly and equally (DOK-1)
15. Understand that respect for others is a responsibility of being a member of a group, such as a classroom group or a school group. (DOK-1)
16. Understand what it means to be a bully (DOK-1)
17. Recite a bully free pledge (DOK-1)
18. Honor the space and personal property rights of fellow learners.(DOK 2)
19. Help care for classroom and school equipment, tools, materials, and environment.(DOK 2)

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20. Demonstrate the ability to maintain personal materials in an orderly manner. (DOK-2)
21. Identify the United States flag as a national symbol (DOK-1)
22. Name the colors in the United States flag. (DOK-1)
23. Recite the Pledge of Allegiance. (DOK-1)
24. Recognize the tune of the National Anthem and show respect for the song. (DOK-1)
25. Sing “America the Beautiful” or “My Country Tis of Thee”. (DOK-1)
26. Identify national holidays (DOK-1)
27. Identify individual interests (DOK-1)
28. Identify the needs and wants of ourselves and others (DOK-1)
29. Use a computer to view video-clips featuring the national anthem and the Pledge of Allegiance (DOK-1)
30. Use computers to find and examine information and/or video-clips of national holidays (DOK-1)
31. Use computers to examine and view video-clips about national leaders past and present (DOK-1)

Core Activities and Corresponding Instructional Methods:

Teachers will:

1. Explain the DV 5 Rules
2. Engage students in developing a set of classroom rules.
3. Take students on a walk around the school to identify important considerations and rules associated with specific areas such as the playground, cafeteria, hallways, restrooms, and crosswalks,
4. Have a bus driver visit the classroom to discuss and demonstrate bus safety.
5. Arrange for students to take a special bus ride where they focus is on bus safety
6. Define expectations for maintaining order and cleanliness in the classroom and at individual work areas.
7. Recognize learners who demonstrate traits of good citizenship and character.
8. Provide an opportunity for learners to talk about or draw pictures of others doing good deeds.
9. Support the children in understanding that everyone has a right to be happy and safe in school. Use “what if” scenarios.
10. Discuss what it means to be a bully
11. Invite school officers into the classroom to discuss bullying and consequences
12. Support the children in understanding that everyone has the right to be free from teasing and bullying.

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13. Identify and discuss national holidays on the classroom calendar
14. Develop activities to celebrate national holidays in the classrooms
15. Recite the Pledge of Allegiance daily
16. Identify red, white, and blue parts to the American flag
17. Sing the National Anthem, America the Beautiful, and/or My Country Tis of Thee
18. Create activities in which learners gain practice and insight into making wise choices by identifying the needs and wants of people, realizing this is a difficult concept.
19. Provide pictures for learners to use in the process of clarifying the difference between needs and wants.
20. Help learners reflect on how wants are sometimes confused for needs

Instructional Methods

Direct Instruction
Discussion
Questioning
Modeling
Cooperative Groups
Outdoor Experiences
Guest Lecturers
Role-playing, singing, dancing, and acting

Assessments:

Diagnostic:

Teacher Observation
Questioning
Classroom Discussion

Formative:

Teacher observation
Questioning
Classroom Discussion
Checklists
Teacher Created Quizzes
Portfolio Assessment

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Summative:

Teacher observation
Questioning
Classroom Discussion
Teacher Created Tests
Completed Portfolios

Extensions:

- Research rules in other schools and propose a change in the current rules.
- Create a poster of classroom rules using pictures of students acting appropriately
- Have students share their experiences and traditions for celebrating national holidays
- Use role-playing situations to help students understand how to deal with a bully

Correctives:

- Draw one of the school rules, and explain why it is necessary.
- Make posters about the classroom being a bully-free zone.
- Act-out appropriate ways to respond to others to avoid bullying

Materials and Resources:

Social Studies Text: Macmillan/McGraw-Hill Timelinks, Grade K, *Hello, World!*,
Unit 1 "We Have Families", Lessons 1-6 and Unit 5 "Getting Along", Lessons 1-7
Teacher created materials
Trade books on topics
Guest lecturers
Virtual field trips
Internet resources (including but not limited to Grolier Online Passport, Safari Montage,
Destiny)
Videos

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Hello, World!

Textbook ISBN #: 978-0-02-151482-3

Textbook Publisher & Year of Publication: Macmillan/McGraw-Hill 2009

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Curriculum Plan

Unit: Geography and History:

Time Range in Days: 45 Days

Standard(s):

Pennsylvania Academic Standards,

Standards Addressed:

7.1.K.A; 7.1.K.B

7.2.K.A; 7.2.K.B

7.3.K.A

7.4.K.A

8.1.K.A; 8.1.K.B; 8.1.K.C

8.2.K.A; 8.2.K.B; 8.2.K.D

8.3.K.A; 8.3.K.B; 8.3.K.C

8.4.K.A; 8.4.K.C; 8.4.K.D

Standard(s):

Pennsylvania Academic Core Standards English/Language Arts

Standards Addressed:

CC.1.3.K.A; CC1.3.K.B; CC1.3.K.C; CC1.3.K.F4.;CC1.3.K.G7.

CC1.1.K.A; CC.1.2.K.B ;CC1.1.K.C ; CC.1.1.K.F; CC.1.1.K.G

CC.1.4.K.D; CC1.4.K.F; CC1.4.K.L; CC1.4.K.O;CC.1.4.K.P

CC.1.5.K.A; CC.1.5.K.C; CC.1.5.K.D

Overview:

In Unit 2, Children learn about different places such as homes and school, neighborhood, state and the earth.

In Unit 3, children learn about how people lived in the past.

Focus Question(s):

What kind of home do you live in ?

What rooms are in your school?

How do you move from place to place?

What is in your neighborhood?

What kind of neighborhood do you live in?

Where is your state on the map?

How have you changed over time?

How did families live long ago?

How did Native Americans live long ago?

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Why did the Pilgrims come to America?
Who is called the father of our country?
What do we celebrate on Thanksgiving Day?

Goals:

Understand that people live in many kinds of places on earth.
Understand how people lived in the past and how things have changed over time.

Objectives:

Students will:

1. Use maps as tools that show actual representations of real places (DOK-1)
2. Use maps to identify and locate familiar places or objects within the classroom or school environment. (DOK-1)
3. Make maps, using blocks or paper and pencil to represent familiar places such as the classroom, the school playground, or their home environment. (DOK-1)
4. Use maps, or pictures to identify relationship, such as what object or place is located near some other place or object. (DOK-1)
5. Respond to pictures of places by describing the physical characteristics.(DOK-2)
6. Discuss the impact the physical features of an environment have on the people who live there. (DOK-3)
7. Distinguish between human forms, such as roads and buildings and physical characteristics. (DOK-2)
8. Create land and water models with clay, colored Saran wrap, cardboard or other materials. (DOK-4)
9. Create a personal time-line with photographs or drawings from birth to present. (DOK-4)
10. Identify George Washington as the first President of the United States. (DOK-1)
11. Read and discuss literature about George Washington and examine his portrait on the one dollar bill and quarter. (DOK-4)
12. Identify the current president of the United States through pictures, video-clips, and stories. (DOK-1)
13. Recognize the Pilgrims as one of the first groups of settlers in the United States. (DOK-1)
14. Understand that Native Americans were living in the United States before any settlers arrived. (DOK-1)
15. Place photographs of school and classroom events in order based on when the event happened (DOK-1)

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16. Practice past, present and future time with a classroom calendar and daily monthly weather recording (DOK-3)
17. Use videos to gain a deeper understanding of people, places, and events in history (DOK-1)
18. Listen to and comprehend historical interpretations of national holiday celebrations as told through stories, folklore, and customs. (DOK-1)
19. Celebrate national holidays that recognize past historical figures, and discuss peoples' lives, achievements, and hardships. (DOK-1)
20. Use computers to find and examine information or view video-clips related to historical persons and/or events (DOK-1)

Core Activities and Corresponding Instructional Methods:

Teachers will:

1. Create authentic situations in which students practice using a map to get quickly and efficiently from one place to another. (Maps showing the way to the bathroom, office, playground or lunchroom can be used.)
2. Support learners in the construction and building of a three-dimensional representation of a familiar environment such as their bedroom, classroom, or playground.
3. Provide learners with high-quality developmentally appropriate, geographical tools.
4. Take learners on a walking tour of the playground, neighborhood, or another local site and discuss the physical features..
5. Read and/or dramatize stories of history.
6. Use a class calendar to chart and record the weather to support learners in thinking about the past, present, and future time-lines.
7. Take and collect photographs of various learning activities at school for learners to order by days, weeks, months, or years.
8. Expose learners to historical interpretations through storytelling, folklore, and national holiday celebrations.
9. Use videos to teach about important places and events in history including: the first Thanksgiving, the Pilgrims, Plymouth Rock, Sturbridge Village, or Colonial Williamsburg
10. Read and discuss literature about George Washington. Show illustrations and dollar bills to depict Washington's face.
11. Introduce the president of the United States with literature, pictures, and perhaps video clips of the televised appearances.

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12. Read, retell, and recreate the Thanksgiving story involving the Pilgrims and Native Americans.
13. Show videos for increasing comprehension of events, people, and places in history.
14. Discuss holidays, traditions, and celebrations throughout the year
15. Celebrate holidays that recognize past historical figures and discuss the people's lives, achievements, and hardships.
16. Use internet resources such as Safari Montage to show informational video-clips

Instructional Methods

Direct Instruction
Discussion
Questioning
Modeling
Cooperative Groups
Outdoor Experiences
Guest Lecturers
Role-playing, singing, dancing and acting

Assessments:

Diagnostic:

Teacher Observation
Questioning
Classroom Discussion

Formative:

Teacher Observation
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Portfolio Assessment

Summative:

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Teacher Created Tests
Completed Portfolios

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Extensions:

- Make a representation of a community or town using map key. Depict important aspects of the chosen area.
- Interview a local official and record the interview to share with the class.
- Visit a local governmental office, such as the municipal building. Learn about governmental issues that occur there.
- Discover internet sites that depict colonial life, and share with the class.
- Invite senior citizens to the classroom, entertain them with skits about past Presidents and their lives.
- Invite senior citizens to come to share about their lives in the past and to compare it to today's lifestyles.
- Inquire about history through the process of meeting and talking with grandparents and senior citizens in the community.
- Invite "re-enactors" to the classroom to discuss time periods in history
- Plan a Thanksgiving "feast" where children dress like Pilgrims and Indians and enjoy the first Thanksgiving

Correctives:

- Make a map of the playground or classroom. Explain the map orally.
- Teach directional symbols to the class by using a chant method- "North, South, East,
- and West. I know my directions best!" Point to each direction as you chant.
- Choose a local business and visit with family. Relate visit to class orally.
- Act out a day in the life of a pilgrim boy or girl after studying about their typical days.

Materials and Resources:

Social Studies Text: Macmillan/McGraw-Hill Timelinks, Grade K, *Hello, World!*, Unit 2 "Where Do We Live?", Lessons 1-6 and Unit 3 "People Long Ago", Lessons 1-6

Teacher created materials

Trade books on topics

Guest lecturers

Virtual field trips

Internet resources (including but not limited to Grolier Online Passport, Safari Montage, Destiny)

Videos

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Hello, World!

Textbook ISBN #: 978-0-02-151482-3

Textbook Publisher & Year of Publication: Macmillan/McGraw-Hill 2009

Curriculum Textbook is utilized in (title of course): Social Studies

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Curriculum Plan

Unit: Geography and History Time Range in Days: 45 Days

Standard(s):

Pennsylvania Academic Standards,

Pennsylvania State Standards:

7.1.K.A, 7.1.K.B,

7.2.K.A, 7.2.K.B,

7.3.K.A,

7.4.K.A

8.1.K.A, 8.1.K.B, 8.1.K.C

8.2.K.A, 8.2.K.B, 8.2.K.D

8.3.K.A, 8.3.K.B, 8.3.K.C

8.4.K.A,8.4.K.C, 8.4.K.D

Standard(s):

Pennsylvania Academic Core Standards English/Language Arts

Standards Addressed:

CC.1.3.K.A; CC1.3.K.B; CC1.3.K.C; CC1.3.K.F4.;CC1.3.K.G7.

CC1.1.K.A; CC.1.2.K.B ;CC1.1.K.C ; CC.1.1.K.F; CC.1.1.K.G

CC.1.4.K.D; CC1.4.K.F; CC1.4.K.L; CC1.4.K.O;CC.1.4.K.P

CC.1.5.K.A; CC.1.5.K.C; CC.1.5.K.D

Overview:

In Unit 2, children will learn about the weather and the seasons.

In Unit 3, children will learn about freedom and important people who fought for freedom.

Focus Question(s):

What is the weather like today?

What is your favorite season?

What two things make up the Earth?

What are the different kinds of land and water?

How do you South Americans celebrate freedom?

What important people fought and cared about freedom?

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Goals:

Understand that people live in many kinds of places on earth.

Understand that people cared and fought for our freedom.

Essential Content/Objectives:

Students will:

1. Discuss types and characteristics of weather and on-going patterns within our community and nation (DOK 1)
2. Discuss and define characteristics of seasons (DOK 1)
3. Discuss how the temperature gets warmer or colder as the seasons change and how these seasonal changes cause people to respond. (DOK 2)
4. Examine maps and globes and identify land and water regions on the Earth (DOK 1)
5. Use maps and globes to identify the United States of America and Pennsylvania on a map (DOK 1)
6. Identify natural resources such as soil and water (DOK 1)
7. Discuss the way in which natural resources (such as rich soil and pure streams) help us produce things needed to live (DOK 1)
8. Create a list of things people do to negatively impact the environment such as pollution from cars and factories and littering (DOK 4)
9. Discuss how animals are affected by the growing human population and identify animals that are endangered (DOK 1)
10. Discuss how farms are displaced by housing developments and shopping centers and how this impacts our society. (DOK 1)
11. Discuss personal responsibilities in the need to reduce, reuse, and recycle to protect our planet (DOK 1)
12. Identify other ways that they may demonstrate good citizenship by taking care of the Earth (DOK 1)
13. Identify community activities that they can take part in to help the environment such as recycling programs, park and river clean-up activities, and Arbor Day celebrations (DOK 1)
14. Celebrate Earth Day and discuss what they can do to help protect the Earth (DOK 1)
15. Use computers to find and examine maps of the United States of America and PA (DOK 1)
16. Use computers to find and examine information or view a video-clip relating to recycling (DOK 1)
17. Use computers to find and examine information or view a video-clip relating to endangered animals (DOK 1)

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Core Activities and Corresponding Instructional Methods:

Core Activities:

Teachers will:

1. Discuss the daily weather, indicate characteristics of changing seasons, and chart patterns with the class
2. Provide students with opportunities to create posters, pictures, writings, and/or drawings depicting characteristics of different seasons.
3. Share clothing changes for outdoor versus indoor activities.
4. Take children on a nature walk to discover characteristics about changing seasons (colorful leaves, acorns, pine cones, seeds, temperature changes, etc.)
5. Provide students with opportunities to identify and learn about weather phenomena such as rain, snow, wind, hail, thunder, lightning, tornadoes, hurricanes, tsunamis, etc.
6. Place a rain gauge outside the classroom and collect samples after rainstorms
7. Place a snow gauge outside the classroom to measure inches or feet of snow
8. Monitor temperature changes on a thermometer inside and outside the classroom
9. Create an opportunity for learners to examine seeds and grow different types of plants in the classroom or in an outside classroom garden
10. Provide an opportunity for students to discuss how they can protect the environment
11. Discuss animals that are now endangered because of human activities that threaten their environments
12. Introduce the terms: reduce, reuse recycle and discuss with students how their actions can make a difference in the classroom and environment
13. Celebrate Earth Day
14. Read stories and provide pictures as needed to explain topics

Instructional Methods

Direct Instruction

Discussion

Questioning

Modeling

Cooperative Groups

Outdoor Experiences

Guest Lecturers

Role-playing, singing, dancing and acting

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Assessments:

Diagnostic:

Teacher Observation
Questioning
Classroom Discussion

Formative:

Teacher Observation
Questioning
Classroom Discussion
Checklists
Teacher Created Quizzes
Portfolio Assessment

Summative:

Teacher Observation
Questioning
Classroom Discussion
Teacher Created Tests
Completed Portfolios

Extensions:

- Establish a recycling paper center within the school and make periodic collections.
- Study and present information to the class about pollution and its effects on people.
- Create a seasonal poster with children that depicts proper clothing choices for each season.
- Take a walk and pick up litter with the class
- Take learners to places where they can appreciate human or natural resources such as farms or greenhouses.

Correctives:

- Review items in the student handbook that are not allowed to be worn to school such as flip-flops and assist students in identifying proper alternatives such as sandals with straps
- Draw a person that is dressed appropriately for the weather.

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Materials and Resources:

Social Studies Text: Macmillan/McGraw-Hill Timelinks, Grade K, *Hello, World!*,
Unit 2 "Where Do We Live?", Lessons 7-10 and Unit 3 "People Long Ago",
Lessons 7-8

Teacher created materials

Trade books on topics

Guest lecturers

Virtual field trips

Internet resources (including but not limited to Grolier Online Passport, Safari Montage,
Destiny)

Videos

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Hello, World!

Textbook ISBN #: 978-0-02-151482-3

Textbook Publisher & Year of Publication: Macmillan/McGraw-Hill 2009

Curriculum Textbook is utilized in (title of course): social studies

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: Economics

Time Range in Days: Fourth Marking Period

Standard(s):

PA Academic Standards

Standards Addressed:

6.3.K.D

6.4.K.A; 6.4.K.D

6.5.K.A; 6.5.K.C

Standard(s):

Pennsylvania Academic Core Standards English/Language Arts

Standards Addressed:

CC.1.3.K.A; CC1.3.K.B; CC1.3.K.C; CC1.3.K.F4.;CC1.3.K.G7.

CC1.1.K.A; CC.1.2.K.B ;CC1.1.K.C ; CC.1.1.K.F; CC.1.1.K.G

CC.1.4.K.D; CC1.4.K.F; CC1.4.K.L; CC1.4.K.O;CC.1.4.K.P

CC.1.5.K.A; CC.1.5.K.C; CC.1.5.K.D

Overview:

In Unit 4, students will learn about money, how people work to get it, how they save it and the choices they make to spend it.

Focus Question(s);

What are people's needs?

What are people's wants?

What can you buy with money?

Why do people work?

How can you save money?

What kind of job would you like to do?

What are volunteers?

Goals:

Children will understand that people have needs, wants, and must make choices about spending money for what they need or want.

Essential Content/Objectives:

Students will:

1. Recognize the difference between basic needs and wants and give examples (DOK 1)

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2. Explain how scarcity often prevents us from having everything we want or need. (DOK 2)
3. Identify from pictures the needs and wants of people. (DOK 1)
4. Practice the process of making wise choices involving needs and wants. (DOK 3)
5. Explain that goods are things that are created, purchased, and bought or sold (DOK 2)
6. Explain that services are jobs that are done for other people (DOK 2)
7. Identify goods and services and compile a list for each (DOK 1)
8. Explain the difference between buyers and sellers (DOK 2)
9. Practice exchanging play money for make-believe goods to demonstrate the process of buying and selling. (DOK 4)
10. Give examples of people who sell things in the community (DOK 1)
11. Give examples of how people can be both buyers and sellers of goods and services (DOK 1)
12. Explain what happens when businesses in the community open or close (DOK 2)
13. Identify sellers who sell similar or identical merchandise and thus compete for business (DOK 1)
14. Describe what a price is and know it may differ from store to store (DOK 1)
15. Explain how people make choices every day when purchasing goods and services (DOK 2)
16. Identify advertising that influences people's choices (DOK 1)
17. Explain why adults work. (DOK 2)
18. Name occupations and describe what the workers do. (DOK 1)
19. Identify the occupation of parents, caretakers, and other adults (DOK 1)
20. Identify an occupation that the student likes. (DOK 1)
21. Draw a picture and write about an occupation. (DOK 1)
22. Identify goods and services provided by the government (DOK 1)
23. Match simple descriptions of people's work in a community with pictures illustrating jobs (DOK 1)
24. Recognize how jobs are similar and different. (DOK 1)
25. Identify reasons people might save money for the future. (DOK 1)
26. Recognize that banks are services provider that hold onto your money and keep it safe (DOK 1)
27. Listen to various stories about community helpers and various jobs. (DOK 1)
28. Use computers to find and examine information and view video-clips about different occupations (DOK 3)
29. Use computers and on-line resources to find, examine and discuss area businesses (DOK 3)

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Core Activities:

Teachers will:

1. Choices by identifying the needs and wants of others, realizing this is a difficult concept
2. Provides pictures for learners to use in the process of distinguishing between needs and wants
3. Help learners reflect on how wants are sometimes confused for needs
4. Create a list of the things people use money to purchase
5. Read stories to the class about various occupations
6. Make a list of different occupations in our community
7. Collect and display pictures of government workers providing services to the community.
8. Bring in clothing that identifies workers of specific occupations
9. Invite parents of students into the classroom to talk about their occupations
10. Read various stories that describe or discuss government services

Instructional Methods

Direct Instruction

Discussion

Questioning

Modeling

Cooperative Groups

Outdoor Experiences

Guest Lecturers

Role-playing, singing, dancing, and acting

Assessments:

Diagnostic:

Teacher Observation

Questioning

Classroom Discussion

Formative:

Teacher Observation

Questioning

Classroom Discussion

Checklists

Teacher Created Quizzes

Portfolio Assessment

Summative:

Teacher Observation

Questioning

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Classroom Discussion
Teacher Created Tests
Completed Portfolios

Extensions:

- Take a field trip to city hall, the courthouse, or a municipal building.
- Take a field trip to a manufacturing facility, hospital, fire house or other place of employment
- Invite fire-fighters to visit the school, show and demonstrate their equipment and run a fire-safety program with the children
- Invite guests into classrooms to describe their occupations
- Pick a favorite occupation and bring in something to show the class about that job

Correctives:

- Make a list of possible job choices and list the pros and cons about each job
- Draw a picture of something the child needs to live
- Draw a picture of something the child wants but does not need.
- Dress-up as your favorite worker for the day

Materials and Resources:

Social Studies Text: Macmillan/McGraw-Hill Timelinks, Grade K, *Hello, World!*,
Unit 4 "Why We Work", Lessons 1-7

Teacher created materials

Trade books on topics

Guest lecturers

Virtual field trips

Internet resources (including but not limited to Grolier Online Passport, Safari Montage, Destiny)

Videos

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Hello, World!

Textbook ISBN #: 978-0-02-151482-3

Textbook Publisher & Year of Publication: Macmillan/McGraw-Hill 2009

Curriculum Textbook is utilized in (title of course): social studies

Appendix

<https://www.pdesas.org>

www.macmillianmh.com

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Checklist to Complete and Submit with Curriculum:

- _____ **A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website**
- _____ **Hard copies of all supplemental resources not available electronically**
- _____ **The primary textbook form(s)**
- _____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document**
- _____ **A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____

Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____

Date _____