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# Kindergarten Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



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**Kindergarten Social Studies**

**Prerequisite:**

- Not applicable

**Course Description:**

Kindergarten Social Studies curriculum is designed to address state and national Social Studies standards. The curriculum prepares students to matriculate to First grade for future study across the four strands of Social Studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of social sciences in preparation for advanced study at the secondary level.

**Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

<b>Subject: Kindergarten Social Studies</b>	<b>Grade Level: K</b>	<b>Date Completed: 4/8/2019</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Who We Are	<i>Social Studies: Here We Go</i>	5.1.K.A, 5.1.K.B, 5.1.K.C, 5.1.K.E 5.2.K.A, 5.2.K.B, 5.2.K.D, 5.3.K.B, 5.3.K.F
Communities	<i>Social Studies: Here We Go</i>	5.1.K.A, 5.1.K.B, 5.2.K.A, 5.2.K.B, 5.3.K.B, 5.3.K.C, 7.1.K.A, 7.1.K.B, 7.2.K.A, 7.4.K.A, 8.3.K.A

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2<sup>nd</sup> Quarter

Topic	Resources	Standards
Work	<i>Social Studies: Here We Go</i>	6.1.K.B, 6.1.K.C, 6.1.K.D, 6.2.K.A, 6.2.K.D, 6.3.K.D, 6.4.K.A, 6.5.K.C

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3<sup>rd</sup> Quarter

Topic	Resources	Standards
The Earth	<i>Social Studies: Here We Go</i>	7.1.K.A, 7.2.K.B, 7.3.K.A, 7.4.K.A

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4<sup>th</sup> Quarter

Topic	Resources	Standards
The United States of American	<i>Social Studies: Here We Go</i>	8.1.K.A, 8.2.K.A, 8.3.K.A, 8.3.K.B, 8.3.K.C, 8.4.K.A

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Who We Are</b>	<p>Children will identify a family unit and members of the family.</p> <p>Children will learn that a home is a safe place to live and to feel safe and secure.</p> <p>Children will learn that family members get along by sharing, helping, being responsible, and caring for each other.</p> <p>Children will identify the need for rules in school</p> <p>Children will use problem-solving strategies to identify ways to work cooperatively.</p> <p>Children will identify school personnel and describe their roles and responsibilities.</p> <p>Vocabulary: Family House City Country Cooperate Work Play Teacher</p>	<p><i>Social Studies: Here We Go</i></p> <p>Worksheets</p> <p>Vocabulary posters</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and answers</p> <p>Written response</p>	Ongoing, Quarter 1

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	<b>Principal</b>			
<p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.K.A Explain the purpose of rules.</p> <p>5.1.K.B Explain the need for rules.</p> <p>5.1.K.C Define respect for self and others.</p> <p>5.1.K.E Demonstrate responsibilities in the classroom.</p> <p>5.2.K.A Identify responsibilities at school.</p> <p>5.2.K.B Identify a problem and discuss possible solutions.</p> <p>5.2.K.D Explain responsible classroom behavior.</p> <p><b>PA Academic Standards: Economics</b></p> <p>6.4.K.A Identify the specialized role performed by each member of the family.</p>				



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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Communities</b>	<p>Children will learn the meaning of neighborhood and explore the things found in a neighborhood.</p> <p>Children will learn what is shown on a neighborhood map.</p> <p>Children will learn that rules help keep them safe at home, at school, and in the community.</p> <p>Children will learn about community helpers and the services they provide to a community.</p> <p>Children will explore three types of communities-the city, the suburbs, and the country.</p> <p>Children will explore the ways in which different communities celebrate special days and events.</p> <p><b>Vocabulary:</b>  Neighborhood  Community  Citizen  Rules  Cooperate  Compromise  Police  Firefighter</p>	<p><i>Social Studies: Here We Go</i></p> <p>Worksheets</p> <p>Vocabulary Posters</p> <p>Maps</p>	<p>Socratic method of exploration</p> <p>Teacher of observation</p> <p>Questions and Answers</p> <p>Written responses</p>	<b>Ongoing, Quarter 1</b>

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	<b>City</b> <b>Country</b> <b>Suburb</b> <b>Farm</b> <b>Celebrate</b>			
<p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.K.A Explain the purpose of rules.</p> <p>5.1.K.B Explain the need for rules.</p> <p>5.2.K.A Identify responsibilities at school.</p> <p>5.2.K.B Identify a problem and discuss possible solutions.</p> <p>5.3.K.B Identify the role of adults in authority at home or in school.</p> <p>5.3.K.C Identify roles of fire fighters, police officers, and emergency workers.</p> <p><b>PA Academic Standards: Geography</b></p> <p>7.1.K.A Interpret a simple map of a known environment.</p> <p>7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.</p> <p>7.2.K.A Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.</p> <p>7.2.K.B Identify land and water forms.</p> <p>7.4.K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Work</b>	<p>Children will explore their jobs at home and at school and realize that their main job at school is to learn.</p> <p>Children will learn about some of the jobs they might someday have.</p> <p>Children will learn that people earn money by working.</p> <p>Children will learn that people spend money by trading it for goods.</p> <p>Children will learn that people make choices as to how they spend their money.</p> <p>Children will learn the meaning of needs and wants and contrast needs and wants.</p> <p>Children will further explore the basic need of food.</p> <p>Children will further explore the basic need of clothing.</p> <p>Children will further explore the basic need of shelter.</p> <p>Children will examine the steps in a process to see how some goods are</p>	<p><i>Social Studies: Here We Go</i></p> <p>Worksheets</p> <p>Vocabulary Worksheets</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and answers</p> <p>Written response</p>	<p>Ongoing, Quarter 2</p>

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	<p>made.</p> <p><b>Vocabulary:</b></p> <p><b>Job</b></p> <p><b>Work</b></p> <p><b>Spend</b></p> <p><b>Shop</b></p> <p><b>Goods</b></p> <p><b>Services</b></p> <p><b>Choices</b></p> <p><b>Save</b></p> <p><b>Needs</b></p> <p><b>Wants</b></p> <p><b>Food</b></p> <p><b>Clothing</b></p> <p><b>Shelter</b></p> <p><b>Transportation</b></p>			
<p><b>PA Academic Standards: Economics</b></p> <p>6.1.K.B Identify family wants and needs.</p> <p>6.1.K.C Identify choices to meet needs</p> <p>6.1.K.D Identify a choice based on family interest.</p> <p>6.2.K.A Identify goods and consumers.</p> <p>6.2.K.D Identify currency and how it is used.</p> <p>6.3.K.D Identify products produced in the region or state.</p> <p>6.4.K.A Identify the specialized role performed by each member of the family.</p> <p>6.5.K.C Identify goods and services provided by local businesses</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Earth	<p>Children will learn about some of the different types of weather that can occur throughout the year.</p> <p>Children will learn that there are four seasons in the year and that the weather varies from season to season.</p> <p>Children will explore forests to learn about some of the different animals and plants that are found there.</p> <p>Children will explore mountains to learn about some of the animals and plants that are found there.</p> <p>Children will explore oceans to learn about the different animals and plants that are found there.</p> <p>Children will explore maps to learn how landforms and others features are shown on a simple map.</p> <p>Children will explore a United States map and use the map to locate their state.</p> <p>Children will explore a world map to learn what the world looks like from above and that there are many countries.</p>	<p><i>Social Studies: Here We Go</i></p> <p>Worksheets</p> <p>Vocabulary Posters</p> <p>Maps</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and answers</p> <p>Written response</p>	Ongoing, Quarter 3

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	<p>Children will explore the globe as a model of Earth which is round and has bodies of land and water.</p> <p>Children will learn about some of Earth's resources and ways in which people can help conserve resources.</p> <p><b>Vocabulary:</b>  <b>Weather</b>  <b>Fall</b>  <b>Winter</b>  <b>Spring</b>  <b>Summer</b>  <b>Forest</b>  <b>Plains</b>  <b>Mountains</b>  <b>Valley</b>  <b>Peaks</b>  <b>Ocean</b>  <b>Atlantic</b>  <b>Pacific</b>  <b>Map</b>  <b>Map Key</b>  <b>Country</b>  <b>United States</b>  <b>World</b>  <b>Continents</b>  <b>Globe</b>  <b>Recycle</b>  <b>Conserve</b>  <b>Resources</b></p>			
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**PA Academic Standards: Geography**

7.1.K.A Interpret a simple map of a known environment.

7.2.K.B Identify land and water forms.

7.3.K.A Describe how weather affects daily life.

7.4.K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>The United States of America</b>	<p>Children will learn about some symbols that are important to the United States.</p> <p>Children will learn that the first people to live in the Americas were the Native Americans. They will learn that Native Americans depended on natural resources to meet their needs.</p> <p>Children will learn about explorers who journeyed to the Americas.</p> <p>Children will learn about some of the ways in which Thanksgiving has changed over time.</p> <p>Children will learn about some of the holidays and people that Americans celebrate and honor.</p> <p>Children will learn how travel has changed over time by examining covered wagons, trains, cars, and helicopters.</p> <p>Children will understand the role scientists and inventors have played in the United States.</p> <p><b>Vocabulary:</b> Flag Statue of Liberty</p>	<p><i>Social Studies: Here We Go</i></p> <p>Worksheets</p> <p>Vocabulary Posters</p> <p>Maps</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and answers</p> <p>Written response</p>	<b>Ongoing, Quarter 4</b>



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	<b>Presidents</b> <b>White House</b> <b>Capitol</b> <b>Native Americans</b> <b>Past</b> <b>Present</b> <b>Then</b> <b>Now</b> <b>Explorers</b> <b>Ships</b> <b>Discover</b> <b>Pilgrims</b> <b>November</b> <b>Turkey</b> <b>Harvest</b> <b>Abraham Lincoln</b> <b>George Washington</b> <b>Betsy Ross</b> <b>Martin Luther King Jr.</b> <b>Declaration of Independence</b> <b>Covered wagon</b> <b>Car</b> <b>Helicopter</b> <b>Train</b> <b>Airplane</b> <b>Change</b> <b>Doctor</b> <b>Inventor</b> <b>Scientist</b>			
<b>PA Academic Standards: History</b> 8.1.K.A Identify chronological sequence through days, weeks, months, and years (calendar time). 8.2.K.B Examine photographs of documents, artifacts, and places unique to Pennsylvania. 8.3.K.A Identify American people related to national holidays.				

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8.3.K.B Identify documents and artifacts important to the classroom community.

8.3.K.C Demonstrate an understanding of time order.

8.4.K.A Explain how cultures celebrate.

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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<b>Who We Are</b>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Manipulatives</li> <li>• Visual Aids</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses</li> </ul> <p><b>Suggested Time:</b> Ongoing, Quarter 1, as specified in the curriculum with additional time as needed per student</p>
<b>Communities</b>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Manipulatives</li> <li>• Visual Aids</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses</li> </ul> <p><b>Suggested Time:</b> Ongoing, Quarter 1, as specified in the curriculum with additional time as needed per student</p>
<b>Work</b>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Manipulatives</li> <li>• Visual Aids</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses</li> </ul> <p><b>Suggested Time:</b> Ongoing, Quarter 2, as specified in the curriculum with additional time as needed per student</p>
<b>Earth</b>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Manipulatives</li> <li>• Visual Aids</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses</li> </ul> <p><b>Suggested Time:</b> Ongoing, Quarter 3, as specified in the curriculum with additional time as needed per student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
The United States of America	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Manipulatives</li> <li>• Visual Aids</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses</li> </ul> <p><b>Suggested Time:</b> Ongoing, Quarter 4, as specified in the curriculum with additional time as needed per student</p>