

Young Scholars of Western Pennsylvania Charter School

Kindergarten Social Studies YSWPCS

- Unit

Unit 1: Families

Lesson

Lesson 1: My Family

Lesson 2: Many Families

Lesson 3: Special Days

Lesson 4: We Go To School

Lesson 5: My Classroom

Lesson 6: Schools Are Everywhere

Big Idea(s)

Who Am I?

Essential Question(s)

Who are you?

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 is this school like your school?

Standard(s)

5.3.K.F: Identify and explain behaviors for responsible classroom citizens.

5.3.K.B: Identify the role of adults in authority at home or in school.

5.2.K.D: Explain responsible classroom behavior.

5.2.K.C: Identify classroom projects/activities that support leadership and service.

5.2.K.A: Identify responsibilities at school.

5.1.K.F: Identify significant American holidays and their symbols.

5.1.K.E: Demonstrate responsibilities in the classroom.

5.1.K.A: Explain the purpose of rules.

Eligible Content

Families care for each other in many ways.

Children and their families have special ways of doing things.

Families and friends celebrate.

School is a safe place for children to learn, make friends and have fun.

Following rules, cooperating and sharing is important.

Schools in other countries are similar to schools in the United States.

Vocabulary

Family

Together

Celebrate

Friends

Learn

School

Rules

Cooperate

Share

Assessments

Observation

Participation

Student Workbook pgs. 1-13

Interdisciplinary Connections

Language Arts:

Sing the song 'I Care' to the tune of 'The Farmer and the Dell'.

'My Family'- Have children bring in a picture of themselves and their family doing a special activity, have children share one sentence that describes the picture they have, and encourage children to have good listening skills.

Science:

'Celebrate the Unusual'- Brainstorm different science topics that interest the children in learning about the specific topic being studied. Come up with a name for a new holiday that celebrates the most popular topic. Ask children to help plan a celebration.

Music:

'Learning in the School'- Sing a song that is sung to the tune of 'Here We Go Round The Mullberry Bush'.

Math:

'Follow Directions!'- Give students several oral directions in order to complete a drawing using specific shapes and colors on paper.

Civics:

'Let's Share a Snack'- Provide a healthy snack for the children to share. Children should measure out exactly how much each teacher and student should get to make it even.

Duration

6 Lessons

- Unit

Unit 2: Where We Live

Lesson

Lesson 1: My Home

Lesson 2: My School

Lesson 3: Getting Around

Lesson 4: My Neighborhood

Lesson 5: Many Neighborhoods

Lesson 6: My State

Lesson 7: Weather

Lesson 8: Seasons

Lesson 9: My World

Lesson 10: Land and Water

Big Idea(s)

Where do we live?

Essential Question(s)

Where do you go with your family?

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?

What is the weather like today?

What is your favorite season?

What color is the land? Water?

What kind of land or water do you live by?

What can you do to help Earth?

Standard(s)

5.3.K.C: Identify roles of fire fighters, police officers, and emergency workers.

5.3.K.F: Identify and explain behaviors for responsible classroom citizens.

5.3.K.B: Identify the role of adults in authority at home or in school.

5.2.K.D: Explain responsible classroom behavior.

5.2.K.A: Identify responsibilities at school.

5.1.K.B: Explain the need for rules.

5.1.K.E: Demonstrate responsibilities in the classroom.

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

7.2.K.B: Identify land and water forms.

7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location.

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

8.2.K.B: Examine photographs of documents, artifacts, and places unique to Pennsylvania.

8.1.K.A: Identify chronological sequence through days, weeks, months, and years (calendar time).

Eligible Content

People live in many kinds of places on Earth.

Homes come in different styles, shapes and sizes.

Different rooms in a school have different uses.

People have different ways of moving from place to place.

A neighborhood is a place where people live, work and play.

Different types of weather have different characteristics.

There are 4 seasons with different characteristics.

We live on Earth, which is made of land and water.

There are different kinds of land and water.

Vocabulary

Homes

Rooms

Move

Place

Neighborhood

Farm

City

State

Weather

Seasons

Earth

Mountain

Ocean

Assessments

Observations

Participation

Student Workbook pgs. 14-27

Interdisciplinary Connections

Math:

'How Many'- Using Flipchart Pg. 12, have students count the homes on the page. Then, have the children count the windows on the apartment building.

Art:

'Me at School'- Sing a song to the tune of 'Here We Go Round the Mullberry Bush'.

'Let's Build a Neighborhood'- Put children into groups and have them construct a neighborhood using various materials. Each group should model their neighborhood.

'Color it Green and Blue'- Give children an outline map of the world. Have them color the land green and water blue.

Music:

'Wheels on the Bus'- Write the words of the song 'The Wheels on the Bus' on a chart. Sing song and invite children. Then, sing the same song, but change the form of transportation.

Sing a weather song.

Geography:

'A Model of Earth'- Gather children around the globe and discuss what it is. Explain the colored parts. Locate the United States. Have children discuss how the globe helps us learn about the Earth.

'My Street'- Have children make a map of their streets.

'My State'- Display a map of our state. Have children draw their own map of the state.

Language Arts:

'People in My Neighborhood'- Have children make an accordion book and on each page have them draw something they see in their neighborhood. Have them label each picture.

Duration

10 Lessons

- Unit

Unit 3: People Long Ago

Lesson

Lesson 1: Everything Changes

Lesson 2: Families Long Ago and Today

Lesson 3: Our First Families

Lesson 4: Pilgrims come to America

Lesson 5: Our First President

Lesson 6: Days We Celebrate

Lesson 7: Freedom Around the World

Lesson 8: People Make a Difference

Big Idea(s)

What happened long ago?

Essential Question(s)

Can you find George on the boat?

How have you changed?

How did families live long ago?

How did Native Americans live long ago?

Why did the Pilgrims come to America?

Who is called the father of our country?

What do we celebrate on Thanksgiving Day?

How do people in South America celebrate freedom?

Who cares about freedom today?

Standard(s)

8.4.K.C: Identify different celebrations of different cultures from around the world.

8.4.K.A: Explain how cultures celebrate.

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

8.3.K.A: Identify American people related to national holidays.

8.2.K.A: Identify people in authority.

5.1.K.F: Identify significant American holidays and their symbols.

Eligible Content

People who lived in the past did things differently from the way people do things today.

People and things change over time.

Life today is different than it was long ago.

Native Americans were the first people living in America.

Pilgrims came to America to find freedom.

Freedom is a person's right to make choices.

George Washington was our first President and is called the father of our country.

Thanksgiving Day and Independence Day are holidays.

Simon Bolivar cared about freedom and helped South America become free.

Abraham Lincoln, Sitting Bull and Martin Luther King Jr. cared about freedom.

Vocabulary

Change

Native Americans

Pilgrims

Freedom

President

Country

Holidays

Free

Assessments

Observations

Participation

Student Workbook pgs. 28-36

Interdisciplinary Connections

Language Arts:

'Oh, How We've Changed!'- Have children tell how they've changed since they were babies.

'Our Holiday Feast'- Have children perform a skit that reenacts the roles of the Pilgrims and Native Americans at the original celebration.

'You're Invited'- Have children plan a freedom celebration

Art:

'Native American Homes'- Gather books and other resources that illustrate homes that different Native American groups built.

'A President's Stamp of Approval'- Show children a variety of stamps that showcase famous people, places and events on our country's history. Provide them with a piece of paper and have them tear the edges to resemble a stamp's edges.

Music:

'The Land of the Free'- Sing a patriotic song with the children.

Duration

8 Lessons

- Unit

Unit 4: Why We Work

Lesson

Lesson 1: Our Needs

Lesson 2: Our Wants

Lesson 3: Money

Lesson 4: We Work

Lesson 5: Saving

Lesson 6: Many Jobs

Lesson 7: Helping Others

Big Idea(s)

What do we need?

Essential Question(s)

Why did the class have a bake sale?

What do you need?

What would you like to have?

What can you buy with money?

Why do people work?

How can you save money?

How do you choose what to buy?

What kind of job would you like to do?

How are these people helping others?

Standard(s)

6.5.K.C: Identify goods and services provided by local businesses

6.4.K.A: Identify the specialized role performed by each member of the family.

6.4.K.D: Identify individual wants and needs

6.2.K.C: Identify advertisements that encourage us to buy things.

6.2.K.D: Identify currency and how it is used.

6.1.K.D: Identify a choice based on family interest.

6.1.K.C: Identify choices to meet needs

6.1.K.B: Identify family wants and needs.

5.3.K.C: Identify roles of fire fighters, police officers, and emergency workers.

Eligible Content

People have needs and wants and must make choices about spending money for what they need and want.

Needs are things people must have to live, including food, shelter, and clothing.

Wants are things we would like to have.

People need money to buy the things they need and want.

People work to make money to pay for the things they need and want.

There are reasons and ways to save money.

There are many types of jobs people can have.

Volunteers choose to work for free to help others.

Vocabulary

Need

Wants

Money

Work

Save

Job

Map Key

Assessments

Observations

Participation

Student Workbook pgs. 37-45

Interdisciplinary Connections

Art:

'My Favorite Things'- Using Flipchart Pg. 38, invite children to draw pictures of their favorite food and item of clothing.

Math:

'It All Adds Up'- Organize children into small groups and give each group a handful of coins. Each group should count the coins.

Economics:

'Let's Decide'- Tell children about social scientists and what they do. Write the steps of how we choose to buy things on the board and act out each step.

Geography:

'On My Street'- Have students make a map of their street using symbols to represent things they find on their streets.

Duration

7 Lessons

- Unit

Unit 5: Getting Along Together

Lesson

Lesson 1: We Follow Laws

Lesson 2: We The People

Lesson 3: Citizens

Lesson 4: Class Vote

Lesson 5: Leaders

Lesson 6: Our Symbols

Lesson 7: Symbols of India

Big Idea(s)

Why do we have rules?

Essential Question(s)

What does the flag mean to you?

Why should we follow laws?

What was written long ago?

What are the people in the pictures doing?

Which class pet would you vote for?

Who are these leaders?

What are the symbols for your state?

How are India's symbols like ours?

Standard(s)

5.4.K.B: Identify how students can work together.

5.3.K.F: Identify and explain behaviors for responsible classroom citizens.

5.2.K.D: Explain responsible classroom behavior.

5.2.K.B: Identify a problem and discuss possible solutions.

5.2.K.A: Identify responsibilities at school.

5.1.K.E: Demonstrate responsibilities in the classroom.

5.1.K.C: Define respect for self and others.

5.1.K.B: Explain the need for rules.

5.1.K.A: Explain the purpose of rules.

Eligible Content

Rules and laws help keep us safe. Note symbols that stand for a country.

Laws help keep us safe.

The Constitution of the United States contains the laws for our country.

That citizens are members of a country. Learn how people from other countries become citizens.

People vote to make a choice.

A mayor, governor, and President are leaders of a community, state, and country.

Symbols that stand for the United States and the state.

Other countries, such as India, have symbols.

Vocabulary

Law

Safe

The Constitution of the United States

Citizen

Vote

Leader

Symbols

Assessments

Observations

Participation

Student Workbook pgs. 46-54

Interdisciplinary Connections

Civics: Let's Pledge!- As a class recite the Pledge of Allegiance. Review the meaning of the different parts of the pledge. Invite children to make up a class pledge. Brainstorm ideas for the pledge. As a class write out the pledge.

Drama: There Ought to be a Law- Have children discuss things/situations that they do not like. Encourage them to act out the situations and discuss the behaviors. Discuss that although there are not laws for everything, there are rules for behavior. Make a list for good manners in school.

Music: We Are Good Citizens- Students sing a song about citizenship to the tune of "Here We Go Round the Mulberry Bush." Students think of other ways they are good citizens and change the last line of the song.

Art: Symbols of Our State- Gather books and materials about our state. Research the state's flag, animal, flower, etc. Make a template of the state out of poster board. Students trace the outline of the state and draw one of symbols on the inside.

Duration

7 Lessons