WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: Social Studies - Kindergarten

**Course Number:**  N/A

**Course Prerequisites:**  N/A

Course Description: (Include “no final exam” or “final exam required”)

The Kindergarten Social Studies curriculum covers and enhances the various aspects of a cross-curriculum approach that includes the study of self, family, school, community and county

Suggested Grade Level: Kindergarten

**Length of Course:**        One Semester X Two Semesters       Other (Describe)

## Units of Credit: None (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) (Insert certificate title and CSPG#) Elementary and/or Early Childhood Certification

Certification verified by WCSD Human Resources Department:

 X Yes       No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

 Date Written: February 2011

 Date Approved:

 Implementation Year: School Year 2011-2012

Suggested Supplemental Materials: (List or insert None)

Course Standards

PA Academic Standards: (List by Number and Description)

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

6.1 Economic Systems

6.2 Markets and the Functions of Government

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

7.1 Basic Geography Literacy

7.2 The Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The Interactions Between People and Places

8.1 Historical Analysis and Skills Development

8.3 United States History

8.4 World History

WCSD Academic Standards: (List or None)

None

Industry or Other Standards: (List, Identify Source or None)

None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #’s, Other Standards (see samples at end))

**PA Standard:** **5.1 Principles & Documents of Government**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Describe what government is | [ ]  | [ ]  | Class DiscussionWritingDrawingsRole Playing |
| B | Explain the purpose of rules and why they are important in school, classroom, bus, along with rewards and consequences | [ ]  | [ ]  |
| C | Define the principles and ideals shaping government | [ ]  | [ ]  |
| E | Identify documents of US Government | [x]  | [ ]  |
| F | Bill of Rights | [x]  | [ ]  |
| G | Describe the purpose of the United States flag, the Pledge of Allegiance and the National Anthem | [x]  | [ ]  |
| I | Explain why government is necessary in the classroom, school, and community. | [ ]  | [ ]  |
| J | Explain the importance of respect for the property and the opinions of others. | [ ]  | [ ]  |
| K | Identify symbols and political holidays | [ ]  | [ ]  |

**PA Standard: 5.2 Rights and Responsibilities of Citizenship**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify examples of the rights and responsibilities of citizenship. | [ ]  | [ ]  | Class DiscussionFollowing RulesTaking Part in a Mock Election |
| B | Identify personal rights and responsibilities | [ ]  | [ ]  |
| C | Identify sources of conflict and disagreement and different ways conflict can be resolved | [ ]  | [ ]  |
| F | Explain the benefits of following rules and laws and the consequences of violating them | [ ]  | [ ]  |
| G | Identify ways to participate in government and civic life | [ ]  | [ ]  |

**PA Standard:** **5.3 How Government Works**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| C | Identify reasons for rules and laws in the school and community | [ ]  | [ ]  | Class DiscussionRole PlayingTeacher ObservationsWritingDrawings |
| D | Identify services performed by the local, state, and national governments | [ ]  | [ ]  |
| E | Identify positions of authority at school and in local, state, and national government | [ ]  | [ ]  |
| F  | Explain what an election is | [x]  | [ ]  |
| G | Explain why being treated fairly is important | [ ]  | [ ]  |
| H | Identify individual interests and explain ways to influence others (Earth Day) | [ ]  | [x]  |
| J | Identify the role of the media in society | [ ]  | [ ]  |
| K | Identify different ways people govern themselves | [ ]  | [ ]  |

**PA Standard: 6.1 Economic Systems**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Describe how individuals, families, and communities with limited resources make choices | [ ]  | [ ]  | Class DiscussionRole PlayingTeacher Observations |

**PA Standard: 6.2 Markets and Functions of Government**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| C | Identify means of payment | [ ]  | [x]  | Class DiscussionWritingRole Playing |
| D | Define the economic concept of market and identify different types | [ ]  | [ ]  |
| I | Identify good and services produced by the government | [ ]  | [x]  |

**PA Standard:** **6.3 Scarcity and Choice**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| B | Identify wants of different people | [ ]  | [ ]  | Class DiscussionWritingRole PlayingTeacher Observations |
| C | Identify and define natural, human and capital resources | [ ]  | [ ]  |
| D | Identify costs and benefits associated with an economic decision | [x]  | [ ]  |
| E | Explain what is given up when making a choice | [ ]  | [ ]  |
| F | Explain how self interest influences choice | [ ]  | [ ]  |

**PA Standard: 6.4 Economic Interdependence**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| D | Identify location of resources, transportation network resources, communication and technology network resources | [ ]  | [ ]  | Class DiscussionTeacher Observations |

**PA Standard: 6.5 Work and Earnings**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Explain why people work for themselves and/or other people (classroom jobs) | [ ]  | [ ]  | Class DiscussionRole PlayingWritingTeacher ObservationsDrawings |
| C | Describe how people work to produce goods and services (community workers, school workers) | [ ]  | [ ]  |
| D | Explain why people work to earn income (clothing, food, shelter, recreation items) | [ ]  | [ ]  |

**PA Standard:** **7.1 Basic Geography Literacy**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify geographic tools and their use (globes, graphs, photographs, maps) | [x]  | [ ]  | Class DiscussionTeacher ObservationsHands-on Manipulatives |
| B | Identify and locate places and regions (bodies of water, local community, physical regions) | [ ]  | [ ]  |

**PA Standard:** **7.2 The Physical Characteristics of Places and Regions**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify the physcial characteristics of places and regions (weather, vegetation, Earth's physical systems, soils and rocks, plants, animals) | [ ]  | [ ]  | Class DiscussionTeacher ObservationsWritingDrawingsRole Playing |
| B | Identify the basic physical processes that affect the physical characteristics of places and regions (Earth and sun relationships, Extreme physical events) | [ ]  | [ ]  |

**PA Standard: 7.3 The Human Characteristics of Places and Regions**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| B | Identify the human characteristics of places and regions by their cultural characteristics (components of culture) | [ ]  | [ ]  | Class DiscussionTeacher ObservationsWritingDrawingsRole Playing |
| C | Identify the human characteristics of places and regions by their settlement chracteristics (types of settlement) | [ ]  | [ ]  |
| D | Identify the human characteristics of places and regions by their economic activities (location factors in the spatial activities) | [ ]  | [ ]  |
| E | Identify the human characteristics of places and regions by their political activities (type of political unit) | [x]  | [ ]  |

**PA Standard: 7.4 The Interactions Between People and Places**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify the impacts of physical systems on people (how people depend on, adjust to and modify physical systems on a local scale) | [ ]  | [ ]  | Class DiscussionTeacher Observations |
| B | Identify the impacts of people on physical systems (effects of energy use) | [ ]  | [ ]  |

**PA Standard: 8.1 Historical Analysis and Skills Development**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Understand the chronological thinking and distinguish between past, present, and future time (calendar time, events) | [ ]  | [ ]  | Class DiscussionTeacher ObservationsRole PlayingDrawingsWriting |
| B | Develop and understanding of historical process (mathematical data from graphs and tables) | [ ]  | [ ]  |
| C | Understand fundamentals of historical interpretation (differentiate between fact and opinion and cause and effect) | [ ]  | [ ]  |
| D | Understand historical research (conclusions) | [ ]  | [ ]  |

**PA Standard: 8.3 United States History**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify contributions of individuals and groups to United States history (George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt) | [ ]  | [x]  | Class DiscussionTeacher ObservationsRole PlayingDrawingsWriting |
| B | Identify and describe primary document, material artifacts and historical sites important in United States History | [x]  | [ ]  |
| D | Identify conflict and cooperation among social groups and organizations in United States history | [ ]  | [ ]  |

**PA Standard: 8.4 World History**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| C | Compare similarities and differences between earliest civilizations and life today | [ ]  | [ ]  | Class DiscussionTeacher ObservationsDrawingsRole Playing |

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment:       Yes X No

District-wide Final Examination Required:       Yes X No

Course Challenge Assessment (Describe):

N/A

# REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

###  Content Sequence Dates

**Objectives:**

**WRITING TEAM:** Kris Renninger and Sue Kibbey

# WCSD STUDENT DATA SYSTEM INFORMATION

 1. Is there a required final examination?       Yes X No

 2. Does this course issue a mark/grade for the report card?       Yes X No

 3. Does this course issue a Pass/Fail mark?       Yes X No

1. Is the course mark/grade part of the GPA calculation?       Yes X No

 5. Is the course eligible for Honor Roll calculation?       Yes X No

6. What is the academic weight of the course?

 X No weight/Non credit X Standard weight

 X Enhanced weight (Describe)