

School District of Springfield Township

GRADE LEVEL: KINDERGARTEN		
UNIT NUMBER: 1	UNIT TITLE: OURSELVES, OUR HOMES, OUR FAMILIES	UNIT LENGTH: ONGOING
ESSENTIAL QUESTION: HOW DO I RESPECT AND APPRECIATE OTHERS' DIFFERENCES?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
People belong to families.	Family members have roles.	Create drawings of self and family members to show unique characteristics. Create star of the week display to recognize the unique contributions and skills of each child.
Homes vary.	Compare and contrast people's homes.	Draw a picture of your home. Identify the student's street address, city or town, Pennsylvania as the state, US as the country in which s/he lives. Identify the school and town in which it is located.
Families follow customs and traditions.	Families practice different customs and traditions.	Invite families to share information about their culture, including but not limited to Christmas, Hanukkah, Kwanzaa, Eid-al-Fitr, New Year and Chinese New Year.
Family celebrations have a sequence.	Events occur in a sequence.	Put events in own and families' lives in sequential order. Use a calendar to identify days, weeks, months, years and seasons.

KEY Vocabulary: *family, home, tradition, holiday, first, next, last, past, present, future*

School District of Springfield Township

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

7.1	Basic geographic literacy
7.3	Human characteristics of places and regions
7.4	Interactions between people and environment

Assessment of unit: read-alouds and participation in class discussions, writing activities, art projects

Resources for unit: classroom books, library books, internet research, multi-cultural dolls/people, skin tone markers and crayons

School District of Springfield Township

Lessons – Ourselves, Our Homes, Our Families

Course Name: Social Studies

Grade Level: Kindergarten

Unit Title: Ourselves, Our Homes, Our Families

Unit Essential Question: How do I respect and appreciate others' differences?

Lesson Title: People Belong to Families

Key Vocabulary: *family members (uncles, aunts, cousins, etc.)*

Know: Each family member has a role

Understand: Each family is unique and each member makes a contribution

Do: Identify members of your family

Learning Activities:

- Create drawings of self and family members to show unique characteristics
- Create star of the week display to recognize the unique contributions and skills of each child
- Read or write stories about families

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Internet research
- Multicultural dolls
- Skin tone markers and crayons
- Classroom and library books

Lesson Title: Homes vary

Key Vocabulary: *house, home, apartment*

Know: Compare and contrast people's homes

Understand: People live in different homes

Do: Draw a picture of your home

Learning Activities:

- Draw a picture of your home and label with address
- Use building blocks to make different homes
- Read classroom books noting how houses are the same and different
- Use classroom maps to locate town, state, country, and continent

Formative Assessment:

- Teacher observation
- Student participation

Resources:

- Building blocks
- Classroom and library books
- Maps
- Internet research

School District of Springfield Township

Lesson Title: Families Have Customs and Traditions

Key Vocabulary: *traditions, holidays, celebrations*

Know: People celebrate different traditions and holidays

Understand: Families celebrate different traditions and customs

Do: Identify holidays your family celebrates

Learning Activities:

- Invite families to share information about their culture
- Read, discuss, and write about holidays as they occur such as Christmas, Hanukkah, Kwanzaa, Eid-al-Fitr, New Year, and Chinese New Year

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Internet research
- Classroom and library books
- Classroom guests

Lesson Title: Family Celebrations Have a Sequence

Key Vocabulary: *first, next, last, past, present, and future*

Know: Events occur in a sequence

Understand: Events follow a calendar year

Do: Identify seasonal characteristics and holidays in each season

Learning Activities:

- Put events in their own and families' lives in sequential order
- Use a calendar to identify days, weeks, months, years, and seasons

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Internet research
- Classroom and library books
- Calendar

Summative Assessment: Sharing of social studies notebook with classmates and family

Unit Culmination: Share learning with families

School District of Springfield Township

GRADE LEVEL: KINDERGARTEN		
UNIT NUMBER: 2	UNIT TITLE: OUR SPRINGFIELD COMMUNITY	UNIT LENGTH: ONGOING
ESSENTIAL QUESTION: WHAT IS A COMMUNITY? HOW DOES WHERE WE LIVE AFFECT THE WAY WE LIVE?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
People live in communities.	People help each other in communities.	Service projects in the community.
There are helpers in our community.	Understand the role of helpers in the community.	Identify and describe family or community members who promote the welfare and safety of children and adults.
Every town has a history.	Springfield has a unique history.	Class discussions about our Springfield community.

KEY Vocabulary: *community, town, history, neighborhood, community service, community helpers*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
8.1	Historical analysis and skills development
8.2	US History
Assessment of unit: Participation in class discussions, appropriate dramatic play of community helpers, identify our community	
Resources for unit: www.Springfieldmontco.org, map of Springfield Township	

School District of Springfield Township

Lessons – Our Springfield Community

Course Name: Social Studies

Grade Level: Kindergarten

Unit Title: Our Springfield Community

Unit Essential Questions: What is a community? How does where we live affect the way we live?

Lesson Title: Communities

Key Vocabulary: *community, town, neighborhood, community service*

Know: People live in communities

Understand: People help each other in communities

Do: Service projects in the community

Learning Activities:

- Brainstorm what makes a community
- Discuss different types of communities (school, neighborhood, church)
- Develop and foster a caring class community
- Write about community
- Complete Kindergarten service projects throughout the year such as book swap, flea market, and others that come up throughout the year

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Classroom and library books

Lesson Title: Community Helpers

Key Vocabulary: *community helper*

Know: There are helpers in our community

Understand: The role of helpers in the community

Do: Identify and describe family or community members who promote the welfare and safety of children and adults

Learning Activities:

- Brainstorm a list of community helpers and discuss their role in the community
- Complete Community Scavenger Hunt
- Invite community helpers into the classroom such as police officer, firefighter, librarian, mail carrier
- Write about a community helper

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Classroom and library books
- Local Community websites
- Community Scavenger Hunt

School District of Springfield Township

Lesson Title: Springfield Community

Key Vocabulary: *history*

Know: Every town has a history

Understand: Springfield has a unique history

Do: Class discussion about our Springfield community

Learning Activities:

- Have students share the name of the town in which they live
- Write about their town
- Explore map of Springfield Township
- Community Scavenger Hunt

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- www.springfieldmontco.org
- Map of Springfield Township

Summative Assessment: Participation in class discussions, appropriate dramatic play of community helpers, identify our community

Unit Culmination: Participation and sharing of Community Scavenger Hunt

School District of Springfield Township

UNIT NUMBER: ALL YEAR	GRADE LEVEL: KINDERGARTEN	UNIT LENGTH: ONGOING
UNIT TITLE: CURRENT EVENTS		
ESSENTIAL QUESTION: CAN I DESCRIBE HOW EVENTS IN MY WORLD AFFECT MYSELF AND OTHERS?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
Important events that happen throughout the year	How the events in the world have impact on themselves and others	Participate in class discussions revolving around current events.

KEY Vocabulary: *newspaper, magazine, internet, current event*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
7.4	Interactions between people and the environment
Assessment of unit: Participation in class discussions	
Resources for unit: Monthly periodical, newspapers, internet	

School District of Springfield Township

School District of Springfield Township

Lessons – Current Events

Course Name: Social Studies

Grade Level: Kindergarten

Unit Title: Current Events

Unit Essential Questions: Can I describe how events in the world can have an effect on myself and others?

Lesson Title: Let's Find Out

Key Vocabulary: *current*, (varied vocabulary depending on the events occurring in the world)

Know: Events can have an effect on our daily lives

Understand: How events in the world have an impact on self and others

Do: Participate in class discussions revolving around current events

Learning Activities:

- Participate in class discussions of current events
- Read Let's Find Out magazines pertaining to current events

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Classroom and library books
- Community Scavenger Hunt

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Scholastic: Let's Find Out Periodical
- Newspaper
- Internet
- Writer's Workshop

Summative Assessment: Participation in class discussions and Writer's Workshop

School District of Springfield Township

GRADE LEVEL: KINDERGARTEN		
UNIT NUMBER: 4	UNIT TITLE: OUR WORK	UNIT LENGTH: ONGOING
ESSENTIAL QUESTION: WHO ARE OUR WORKERS AND WHY IS WORK IMPORTANT?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
People work to earn money.	People work for a purpose.	Children have jobs to take care of their classroom.
Money is used to buy things that are wanted or needed.	Goods and services cost money.	Children participate in a flea market.
Trade materials based on wants and needs.	Trades need to be fair.	Children participate in a book swap.
People save money.	People save money for future wants and needs.	Encourage children to put money in a piggy bank at home.

KEY Vocabulary: *wants, needs, jobs, money, sell, buy, purchase*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
6.4	Economic Interdependence
6.5	Income, profit, wealth
Assessment of unit: Participation in flea market and book swap, play store, counting the days with money	
Resources for unit: Pretend coins, magnetic coins, sorting coins on the Smart Table, money posters, cash register	

Lessons – Our Work

Course Name: Social Studies

Grade Level: Kindergarten

Unit Title: Our Work

Unit Essential Questions: Who are our workers and why is work important?

Lesson Title: People Work for a Purpose or to Earn Money

Key Vocabulary: *job, responsibility, money*

Know: People are responsible for jobs within a community

Understand: How jobs people perform have an effect on their community

Do: Assign classroom jobs. Complete Writer's Workshop about their experience

Learning Activities:

- Brainstorm class jobs
- Introduce job responsibilities and establish procedures for completion of jobs

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Individual classroom procedure for class jobs

Lesson Title: Money is used to buy Needs and Wants

Key Vocabulary: *needs, wants, money, Flea Market*

Know: Money is used to buy things that are wanted or needed

Understand: How goods and services cost money

Do: Children will participate in a flea market. Complete Writer's Workshop about their experience

Learning Activities:

- Brainstorm items that can be donated for sale at the a flea market
- Introduce how a flea market is run
- Practice a point of sale

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Items donated by students for sale
- Volunteers from Middle School for day of service
- Mats to display price of items

School District of Springfield Township

Lesson Title: Materials can be traded for Needs and Wants

Key Vocabulary: *needs, wants, trade, fair trade*

Know: Materials can be traded based on wants and needs

Understand: How trades need to be fair

Do: Children will participate in a book swap. Complete Writer's Workshop about their experience

Learning Activities:

- Participation in Kindergarten book swap

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Books donated by students for trade
- Parent volunteers to run and organize book swap

Lesson Title: People save money for Future Needs and Wants

Key Vocabulary: *needs, wants, saving, money, bank*

Know: People save money for needs and wants

Understand: People save money for future needs and wants

Do: Encourage children to save money in a bank or at home in a piggy bank for future needs and wants. Children will sort and count coins. Complete Writer's Workshop about their experience

Learning Activities:

- Brainstorm future purchases
- Introduce the importance of saving money
- Sort and count coins
- Visit a local bank in community scavenger hunt

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Community scavenger hunt

Summative Assessment: Participation in flea market, book swap, and counting money

Unit Culmination: Students will participate in book swap and flea market. Children will sort and count money.

School District of Springfield Township

GRADE LEVEL: KINDERGARTEN		
UNIT NUMBER: 5	UNIT TITLE: OUR GLOBAL NEIGHBORS: TRIP AROUND THE WORLD	UNIT LENGTH: ONGOING
ESSENTIAL QUESTIONS: HOW DO I APPRECIATE AND RESPECT DIFFERENT CULTURES AND PEOPLE AROUND THE WORLD? CAN I USE GEOGRAPHIC TOOLS TO GAIN INFORMATION ABOUT MY WORLD?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
Geographic tools give us information.	Identify when to use a map and a globe.	Explore places in the world using maps and globes.
All humans have similarities and differences.	Describe how individuals are unique and special. Compare and contrast customs of families in communities around the world.	Show understanding and respect for diverse customs and practices. Share information about family customs.
There are symbols, images and pictures that represent America.	Various countries have different symbols, images and pictures that represent their country.	Salute the flag. Say the pledge of allegiance. Share symbols that are indicative of other countries.
Information can be located in a variety of sources.	To find more information I can use computers, books, maps, globes and people.	Use computers, books, maps, globes and people to obtain information.

KEY Vocabulary: *map, globe, land, water, country, citizen, culture*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
7.1	Basic Geographic Literacy
7.3	Human Characteristics of Places and Regions
5.1	Principles and Documents of Government
7.2	Physical characteristics of places and regions

School District of Springfield Township

7.4

Interactions between people and environment

Assessment of unit: Participation in the trip around the world activities

Create artifacts to document the trip around the world

Resources for unit: For each kindergarten classroom: world rug, globe, books, smart table activities, passports, power points for various countries

Resource Books: *Children Around the World: The Ultimate Class Field Trip*, Written and Illustrated by Marilee Woodfield, Key Education Publishing Company, LLC / **BOOK:** *Whoever You Are* by Mem Fox, US / World Desk Maps, Nystrom, set of 100, Item #2100-EWW-3C/D, \$685 Culturegrams.com

Books to be kept in the Enfield Library (at least 2 copies of each): *A is for America*, by Tanya Lee Stone; *America is...*, by Louise Borden; *We Are All Alike... We Are All Different*, by The Cheltenham Elementary School Kindergarteners ; *Families Are Different*, by Nina Pellegrini ; *This Is the Way We Go to School – A Book About Children Around the World*, by Edith Baer; *Usborne Children’s Picture Atlas*, by Ruth Brocklehurst

Lessons – Our Global Neighbors: Trip Around the World

Course Name: Social Studies

Grade Level: Kindergarten

Unit Title: Our Global Neighbors: Trip Around the World

Unit Essential Questions: How do I appreciate and respect different cultures and people around the world? Can I use geographic tools to gain information about my world?

Lesson Title: Globe and Maps

Key Vocabulary: *map, globe, land, water, country*

Know: Geographic tools give us information

Understand: Identify when to use a map and a globe

Do: Explore places in the world using maps and globes

Learning Activities:

- Use map placemats to identify landforms and water
- Use classroom globe to identify landforms and waters

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Google Earth website
- Globes
- World rug
- US/World desk maps, Nystrom
- Usborne Children's Picture Atlas by Ruth Brocklehurst

Lesson Title: Similarities and Differences

Key Vocabulary: *same, different*

Know: All humans have similarities and differences

Understand: Describe how individuals are unique and special. Compare and contrast customs of families in communities around the world.

Do: Show understanding and respect for diverse customs and practices. Share information about family customs.

Learning Activities:

- Self portraits
- Class read alouds using books about similarities and differences

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Classroom and library books
- We are all Alike...We are all Different by the Cheltenham Elementary Kindergarteners
- This is the Way We Go to School by Edith Baer
- Families are Different by Nina Pellegrini

School District of Springfield Township

- Whoever You Are by Mem Fox

Lesson Title: Symbols, Images, and Pictures that Represent Countries

Key Vocabulary: *symbols, represent, flag, citizen*

Know: There are symbols, images, and pictures that represent America

Understand: Various countries have different symbols, images, and pictures that represent their country

Do:

- Salute the flag
- Say the Pledge of Allegiance
- Share symbols that are indicative of countries

Learning Activities:

- Salute the flag daily
- Say the Pledge of Allegiance
- Read books about America
- Record symbols in travel journal
-

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Flag
- Internet
- Classroom and library books
- A is for America by Tanya Lee Stone
- America is... by Louise Borden

Lesson Title: Using Sources

Key Vocabulary: *information, map, globe, atlas, internet, source, culture*

Know: Information can be located in a variety of sources

Understand: To find more information I can use computers, books, maps, globes, and people

Do: Use computers, books, maps, globes, and people to obtain information

Learning Activities:

- Trip Around the World
- Family presentations about various cultures and/or countries

Formative Assessment:

- Teacher observations
- Student participation

Resources:

- Internet websites such as Culturegrams.com
- Classroom and library books
- Family or artifacts

School District of Springfield Township

- Passports
- Powerpoints for various countries

Summative Assessment: Create artifacts to document the Trip Around the World

Unit Culmination: Sharing with families