

# **SOCIAL STUDIES FRAMEWORKS**

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**TITLE OF UNIT:** *Me in My World: Growing  
And Changing*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Kindergarten)*

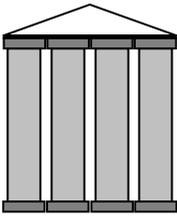
**LENS:** *Change and Continuity*

**Unit Title:**  
*Me in My World: Growing and Changing*

**Conceptual Lens:** *Change and Continuity*

**Length of Unit:** *9 weeks*

PA Academic Standards	Essential Understandings	Critical Content	Key Skills
<p>6.1 3A 6.1 3B 6.2 3B 6.2 3C 6.3 3D 6.3 3E 6.3 3F 6.4 3B 6.5 3A 6.4 3G 6.4 3H 7.1 3A 7.3 3A 7.3 3D 8.1 3A</p>	<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>1. People have needs and wants.</li> <li>2. People make choices because they can't have everything they want.</li> <li>3. People spend and save money.</li> <li>4. A community has special places to buy and sell things.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>1. Maps help people locate things</li> <li>2. Directions (right/left)</li> <li>3. Directions help people to find their way.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>1. A calendar shows passage of time.</li> <li>2. A calendar helps show how people change over time</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. People change</li> <li>2. Neighborhoods change over time</li> <li>3. New houses, businesses and roads are built to help people get the things that they need.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. How people grow and change.</li> <li>2. Explain how neighborhoods change over time.</li> <li>3. Define key concepts: money, price, save, spend, needs and wants</li> <li>4. The value of a penny, a nickel, and a dime.</li> <li>5. Calendar time concepts: days of the week, months of the year, seasons.</li> <li>6. Explain how calendars/timelines help us to keep track of time</li> <li>7. Distinguish between a need and a want.</li> <li>8. Explain the difference between the concepts of spending and saving</li> <li>9. Explain the need to have maps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify specific coins</li> <li>2. Identify specific locations on a simple map</li> <li>3. Identify right and left</li> <li>4. Use a calendar</li> </ol>



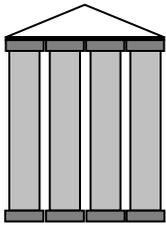
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Growing and Changing

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>1. People have needs and wants.</li> <li>2. People make choices because they can't have everything they want.</li> <li>3. People spend and save money.</li> <li>4. A community has special places to buy and sell things.</li> </ol>	<ul style="list-style-type: none"> <li>• What types of items do you need now that you did not need as a baby? (F)</li> <li>• What is the difference between a need and a want? (C)</li> <li>• How do we decide what to buy? (C)</li> <li>• Where can you buy things in our community? (F)</li> <li>• What can you buy at these special places? (C)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>5. Maps help people locate things</li> <li>6. Directions (right/left)</li> <li>7. Directions help people to find their way.</li> </ol>	<ul style="list-style-type: none"> <li>• Can you identify which items are on your left? Right? (F)</li> <li>• How do maps help you to find special places? (C)</li> <li>• How can people find the stores in your area? (F)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>8. A calendar shows passage of time.</li> <li>9. A calendar helps show how people change over time.</li> </ol>	<ul style="list-style-type: none"> <li>• What information can you learn from a calendar? (F)</li> <li>• How can a calendar be used to show change over time? (C)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. People change</li> <li>11. Neighborhoods change over time</li> <li>12. New houses, businesses and roads are built to help people get the things that they need.</li> </ol>	<ul style="list-style-type: none"> <li>• How have you changed since you were a baby? (F)</li> <li>• How have members of your family changed? (F)</li> <li>• How has your neighborhood changed? (F)</li> <li>• What new businesses have been made to help people? (F)</li> <li>• Does this new business help people with needs or wants? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World; Growing and Changing

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### **WHAT:**

Investigate growth and change in my world.

#### **WHY:**

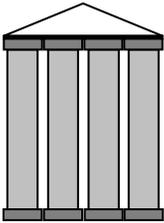
Understand that people and places change over time.

#### **ENGAGING SCENARIO:**

All people continue to grow and change. It is important that we keep track of these changes. As a class we are going to create our "Growing and Changing" book. This way you will have a record of how you have grown and changed overtime.

#### **PROCEDURE:**

You will need to draw two pictures. Draw a picture of you that shows how you have changed since you were a baby. Then draw a picture that shows how your neighborhood has changed over time. Make sure that label your pictures with the correct month and year.



**SOCIAL STUDIES FRAMEWORK UNIT TITLE: ME IN MY WORLD: GROWING AND CHANGING**

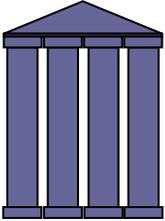
**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

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**Culminating Performance Task Scoring Rubric**

Scoring Criteria	Yes/No	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Picture shows how you have changed since you were a baby.</li> </ul>			
<ul style="list-style-type: none"> <li>Picture shows how your neighborhood has changed.</li> </ul>			
<ul style="list-style-type: none"> <li>Pictures are labeled with the correct month and year</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Participates with others</li> </ul>			
<ul style="list-style-type: none"> <li>Show understanding of change over time</li> </ul>			
<b>TOTALS</b>			



# **SOCIAL STUDIES FRAMEWORKS**

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**TITLE OF UNIT:** *Me in My World:  
Making New Friends Near  
and Far*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Kindergarten)*

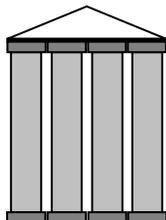
**LENS:** *Cultural Unity and Diversity*

Unit Title:  
*Me in My World: Making New Friends  
 Near and Far*

**Conceptual Lens:** *Cultural Unity and Diversity*

**Length of Unit:** *9 weeks*

PA Academic Standards	Essential Understandings	Critical Content	Key Skills
6.3 3B 6.4 3C 6.4 3F 7.1 3A 7.2 3A 7.3 3B 7.4 3A 8.2 3A 8.4 3A	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Citizens show respect for others and their belongings.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>2. Families differ in their wants and needs.</li> <li>3. Products may come from many different countries.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>4. People wear clothes to fit the climate where they live.</li> <li>5. The Earth has land and water.</li> <li>6. Globes and maps show where people live.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>7. Historical figures help shape a nation.</li> <li>8. Flags are unique to countries.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>9. People in other cultures may dress differently, eat different foods, and speak different languages.</li> <li>10. All cultures have holidays that tell about who they are.</li> <li>11. Families in all cultures care for their children.</li> <li>12. Families live in different kinds of homes.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. The unique characteristics of the United States flag.</li> <li>2. The following people: John Chapman, Ross, George Washington, Abraham Lincoln, and Martin Luther King, Jr.</li> <li>3. Weather terms: sunny, cloudy, windy, rainy, snowy</li> <li>4. Directional terms: up/down, over/under, north, south east, west</li> <li>5. Key concepts: holidays</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify land and water on a map or globe.</li> <li>2. Choose to use a map or a globe, as appropriate.</li> </ol>



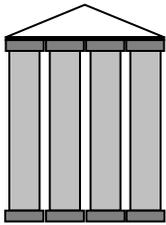
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Making New Friends Near and Far

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

<b>I. Essential Understandings (Generalizations)</b>	<b>II. Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b> <b>P = Philosophical</b>
<p><b>Government/Civics</b></p> <p>1. Citizens show respect for others and their belongings.</p>	<ul style="list-style-type: none"> <li>• What is respect? (F)</li> <li>• How can you show respect for others? (C)</li> <li>• What does our flag look like? (F)</li> <li>• What does our flag represent? (C)</li> </ul>
<p><b>Economics</b></p> <p>2. Families differ in their wants and needs.</p> <p>3. Products may come from many different countries.</p>	<ul style="list-style-type: none"> <li>• Why do families need different things? (C)</li> <li>• What is a product? (F)</li> <li>• Where do products come from? (F)</li> </ul>
<p><u>Geography</u></p> <p>4. People wear clothes to fit the climate where they live.</p> <p>5. The Earth has land and water.</p> <p>6. Globes and maps show where people live.</p>	<ul style="list-style-type: none"> <li>• What are the four seasons? (F)</li> <li>• What season are we in? (F)</li> <li>• What clothes do you need for this season? (C)</li> <li>• What is a globe? What does it tell us? (F)</li> </ul>
<p><u>History</u></p> <p>7. Historical figures help shape a nation.</p> <p>8. Flags are unique to countries.</p>	<ul style="list-style-type: none"> <li>• Who is a historical figure? (F)</li> <li>• What makes people famous? (C)</li> <li>• Do you think it is good to be famous? (P)</li> </ul>
<p><u>Culture</u></p> <p>9. People in other cultures may dress differently, eat different foods, and speak different languages.</p> <p>10. All cultures have holidays that tell about who they are.</p> <p>11. Families in all cultures care for their children.</p> <p>12. Families live in different kinds of homes.</p>	<ul style="list-style-type: none"> <li>• Does everyone in our school dress the same? (F)</li> <li>• Why do we dress differently? (C)</li> <li>• What holidays do you celebrate? (F)</li> <li>• How might people celebrate holidays differently? (C)</li> <li>• How does your family show that they care? (F)</li> <li>• Why is it important for families to care for children? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Making New Friends Near and Far

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### **WHAT:**

Investigate friends near and far in my world.

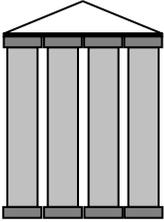
#### **WHY:**

In order to understand that people in other cultures may dress differently, eat different foods, and speak different languages.

#### **ENGAGING SCENARIO:**

You are a writer. Your publisher has asked for your next book to be about a very fascinating topic: You! You are all unique and your books should be, too. The publisher asks that you include a minimum of three pages: the first page should include an illustration and complete sentence about your clothing; the second page should include a complete sentence about the food that you and your family like; the third page should include a sentence and an illustration about your family. Ideas for additional pages include a family portrait, family history, vacation or hobbies. After you have completed your pages, assemble them into a booklet for presentation to the publisher. The booklet should have an original cover, which includes the title, illustration, and full author's name. The publisher (your teacher) will host an author's fair. You will walk around the fair looking at and reading the autobiographies created by your class. Find one autobiography with which you differ. At the conclusion of the fair, be prepared to share your autobiography and discuss the differences between your booklet and the others you saw at the fair.

#### **PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

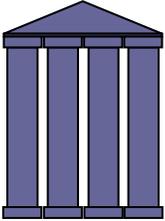
**Unit Title:** Me in My World: Making New Friends Near and Far

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Yes/No	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
• Clear illustration of personal clothing, family food, family language			
• Three noteworthy sentences: clothing, food, language			
• Distinct title			
• Explicit sentence regarding booklet differences			
<b>PROCESS</b>			
• Organized placement of illustration and sentence on each page			
• Colorful and appealing			
• Original cover illustration			
• Articulate sharing of booklet to the class			
<b>TOTALS</b>			



# **SOCIAL STUDIES FRAMEWORKS**

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**TITLE OF UNIT:** *Me in My World:  
Learning and Discovering  
with Others*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Kindergarten)*

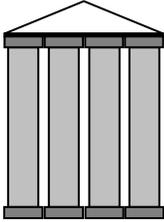
**LENS:** *Interdependence*

**Unit Title:**  
*Me in My World: Learning and  
 Discovering with Others*

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

PA Academic Standards	Essential Understandings	Critical Content	Key Skills
5.1 3A 5.1 3B 5.1 3C 5.1 3E 5.1 3J 5.2 3A 5.2 3B 5.2 3C 5.2 3D 5.2 3E 5.2 3F 5.3 3A 5.3 3C 5.3 3G 5.3 3J 5.3 3K 6.1 3C 6.2 3A 6.2 3D 6.2 3I 6.4 3A 6.4 3E 6.5 3B	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Families have rules.</li> <li>2. The government provides services to the community (fire department, police station, post office)</li> <li>3. A leader has authority (e.g. teacher, principal, President).</li> <li>4. Leaders help create rules to keep people safe.</li> <li>5. Using manners, showing respect and cooperating demonstrates good citizenship.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>6. Buyers make choice about their wants and needs through purchases.</li> <li>7. People buy and sell things.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>8. Using directions help people find their way.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>9. A school community consists of students, teachers, and other staff members interacting and learning together.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Families work together to get things done (cooperate).</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. Definitions of key concepts: school community, responsibility, cooperation, manners, respect, rules, maps, buyers and sellers.</li> <li>2. The make-up of different kinds of families.</li> <li>3. The services provided by the local government (police and fire)</li> <li>4. Why we have rules</li> <li>5. Names of leaders</li> <li>6. Why we have leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a school map to follow directions.</li> <li>2. Identify physical features of the school grounds.</li> <li>3. Listen and discuss facts from age-appropriate historical research.</li> </ol>



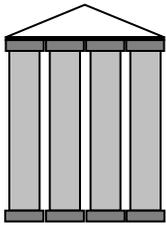
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Learning and Discovering with Others

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Families have rules.</li> <li>2. The local government provides services to the community (fire department, police station, post office)</li> <li>3. A leader has authority (e.g. teacher, principal, President).</li> <li>4. Leaders help create rules to keep people safe.</li> <li>5. Using manners, showing respect and cooperating demonstrates good citizenship.</li> </ol>	<ul style="list-style-type: none"> <li>• What kind of rules does your family have? (F)</li> <li>• Why do families have rules? (C)</li> <li>• What is a government service? (F)</li> <li>• How does a government service help a community? (C)</li> <li>• Should the government provide this service, or should it be volunteer (e.g. fire departments)? (P)</li> <li>• Name a leader. (F)</li> <li>• What does a leader do? (C)</li> <li>• What makes a good leader? (P)</li> <li>• What are the school rules? (F)</li> <li>• How do these rules help keep us safe? (C)</li> <li>• What are manners? (F)</li> <li>• What is a good citizen? (C)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>6. Buyers make choice about their wants and needs through purchases.</li> <li>7. People buy and sell things.</li> </ol>	<ul style="list-style-type: none"> <li>• What is a buyer? (F)</li> <li>• What is a seller? (F)</li> <li>• Are you a buyer or a seller? (C)</li> <li>• Who are the sellers in our neighborhood?</li> <li>• How would you spend \$10? (P)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>8. Using directions help people find their way.</li> </ol>	<ul style="list-style-type: none"> <li>• If someone asks you to find the principal's office, what would you do? (F)</li> <li>• Why do people use directions? (C)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>9. A school community consists of students, teachers, and other staff members interacting and learning together.</li> </ol>	<ul style="list-style-type: none"> <li>• Who makes up our school community? (F)</li> <li>• How do the people in the school work together? (C)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Families work together to get things done (cooperate).</li> </ol>	<ul style="list-style-type: none"> <li>• How does your family cooperate? (F)</li> <li>• What are the benefits of cooperation? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Learning and Discovering with Others

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### **WHAT:**

Investigate discovering and learning with others in my world.

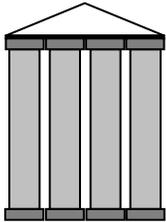
#### **WHY:**

Understand that people make choices about their needs and wants through their purchases.

#### **ENGAGING SCENARIO:**

Draw a picture showing two ways people depend on each other. Be prepared to explain your picture to the teacher. What would happen if we couldn't depend on these people? Which of the two examples is most important? Why?

#### **PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Me in My World: Learning and Discovering with Others

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Yes/No	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
• Distinct presentation of two ways people depend on each other			
• Thoughtful explanation of most important example			
• Thoughtful explanation of second example			
<b>PROCESS</b>			
• Appropriate use of time.			
<b>TOTALS</b>			