



**A Planned Course of Study  
for  
Grades K- 6 Social Studies**

**Abington School District**

**Abington, Pennsylvania**

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## 1. Objectives

Students will demonstrate the appropriate level of proficiency in the following areas:

### a. Civics and Government

- i. Principles and Documents of Government
- ii. Rights and Responsibilities of Citizenship
- iii. How Government Works
- iv. How International Relationships Function

### b. Economics

- i. Scarcity and Choice
- ii. Markets and Economic Systems
- iii. Functions of Government
- iv. Economic Interdependence
- v. Income, Profit, and Wealth

### c. Geography

- i. Basic Geographic Literacy
- ii. Physical Characteristics of Places and Regions
- iii. Human Characteristics of Places and Regions
- iv. Interactions Between People and the Environment

### d. History

- i. Historical Analysis and Skills Development
- ii. Pennsylvania History
- iii. United States History
- iv. World History

### e. Career Education and Work

- i. Career Awareness and Preparation
- ii. Career Retention and Advancement

- f. Pennsylvania Core English Language Arts (ELA) Standards are infused within Grades K-6 social studies instruction.** As instruction in reading, writing, speaking and listening is a shared responsibility of all teachers and of all content areas, specific ELA standards are focused upon within reading of informational texts included in the K-6 social studies program and writing associated with research activities and prompts.

The K-6 social studies program promotes students:

- 1) reading, understanding, and responding to informational text, with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence;

- 2) writing for different purposes in a clear and focused manner to convey a well-defined perspective and appropriate content; and,
- 3) presenting appropriately in formal speaking situations, listening critically, and responding intelligently as individuals or in group discussions.

## 2. Major Concepts and Skills

### a. Civics and Government

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Principles and Documents of Government	Rule of Law	X	X	X	X	X	X	X
Principles and Documents of Government	Laws and Government	X	X	X	X	X	X	NA
Principles and Documents of Government	Principles and Ideals that Shape Government	X	X	X	X	X	X	X
Principles and Documents of Government	Documents and Ideals that Shape Pennsylvania and US Government		X	X	X	X	X	X
Principles and Documents of Government	Individual Rights	X	X	NA			X	X
Principles and Documents of Government	Symbols	X	X	NA	X	X	X	X
Rights and Responsibilities of Citizenship	Civics Rights and Responsibilities	X	X	X	X	X	X	NA
Rights and Responsibilities of Citizenship	Conflict and Resolution	X	X	X	X	X	X	X
Rights and Responsibilities of Citizenship	Leadership and Public Service	NA	NA	NA	X	X	X	X
Rights and Responsibilities of Citizenship	Competent and Responsible Citizens	X	X	X	X	X	X	X
How Government Works	Branches of Government		X	X	X	X	X	NA

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
How Government Works	Structure, Organization, and Operation of Governments	X	X	NA	NA	X	NA	NA
How Government Works	Government Services	X	X	NA	NA	X	X	NA
How Government Works	Leadership and Political Elections		X	X	X	X	X	X
How Government Works	Elements of the Election Process		X	X	X	X	X	X
How Government Works	Conflict and the Court System	X	X	X	X	X	X	NA
How Government Works	Interest Groups				NA	NA	X	NA
How Government Works	Media Influences		NA	NA			X	NA
How Government Works	Taxes		NA	X				X
How Government Works	Systems of Government		NA	NA				
How International Relationships Function	Countries and Conflicts	X	X	X				X
How International Relationships Function	Tools of Foreign Policy	X	X	NA			NA	X
How International Relationships Function	International Organizations			NA				
How International Relationships Function	Media and Its Influence		NA	NA				
How International Relationships Function	How Foreign Policy is Influenced		X	X				

## b. Economics

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Scarcity and Choice	Scarcity and Choice	NA	NA	X	X	X	X	X
Scarcity and Choice	Limited Resources	X	X	X	X	X	X	NA
Scarcity and Choice	Opportunity Costs	X	X	X	X	X	X	NA
Scarcity and Choice	Incentives and Choice	X	X	NA	X	X	X	NA
Markets and Economic Systems	Goods and Services	NA	X	X	X	X	X	NA
Markets and Economic Systems	Market Competition			NA	NA	X	X	NA
Markets and Economic Systems	Advertising and Media	NA	NA	NA	NA	NA	X	NA
Markets and Economic Systems	Price Determination	X	NA	NA	NA	X	X	NA
Markets and Economic Systems	Economic Health		NA	NA	NA	NA	NA	NA
Markets and Economic Systems	Private Economic Institutions			NA	NA	NA	NA	NA
Markets and Economic Systems	Economic Systems		NA	NA	X	X	X	NA
Functions of Government	Goods and Services		X	X	NA	X	X	X
Functions of Government	Government Involvement in the Economy				X	X	X	X

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Functions of Government	Taxation			X	X	X	X	NA
Functions of Government	Government's Role in International Trade	NA	X	X				NA
Economic Interdependence	Specialization	NA	X	NA	X	X	X	X
Economic Interdependence	Trade				X	X	X	NA
Economic Interdependence	Multinational and Non-Governmental Organizations			X			X	NA
Economic Interdependence	Factors Contributing to Economic Interdependence	X	X	X			X	X
Income, Profit, and Wealth	Factors Influencing Wages	X	X	X	X		X	NA
Income, Profit, and Wealth	Labor Productivity		X	NA	X	X	NA	NA
Income, Profit, and Wealth	Types of Businesses	NA	NA	NA				NA
Income, Profit, and Wealth	Profits and Losses		X	X			NA	NA
Income, Profit, and Wealth	Distribution of Wealth		X	X	NA		NA	NA
Income, Profit, and Wealth	Entrepreneurship		X	NA			NA	NA
Income, Profit, and Wealth	Costs and Benefits of Savings		X	X	X	X	NA	NA
Income, Profit, and Wealth	Interest Rates			X	X	NA	X	NA

### c. Geography

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Basic Geographic Literacy	Geographic Tools	X	X	X	X	X	X	X
Basic Geographic Literacy	Location of Places and Regions	X	X	X	X	X	X	X
Physical Characteristics of Places and Regions	Physical Characteristics	X	X	X	X	X	X	X
Physical Characteristics of Places and Regions	Physical Processes	X	NA	NA	NA	X	NA	X
Human Characteristics of Places and Regions	Human Characteristics	X	X	X	NA	X	X	X
Interactions Between People and the Environment	Impact of Physical Systems on People	X	X	NA	X	X	X	X
Interactions Between People and the Environment	Interactions Between People and the Environment				X	X	X	X

### d. History

		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Historical Analysis and Skills Development	Continuity and Change over Time	X	X	X	X	X	X	X
Historical Analysis and Skills Development	Fact/Opinion and Points of View	NA	NA	NA	X	X	X	X
Historical Analysis and Skills Development	Research	NA	NA	NA	NA	NA	NA	NA



		GRADE LEVEL						
STANDARD	CONCEPT	K	1	2	3	4	5	6
Pennsylvania History	Contributions from Individuals and Groups (PA)	X	X	X	NA	X	NA	NA
Pennsylvania History	Historical Documents, Artifacts, and Places (PA)	NA	NA	NA	NA	X	X	NA
Pennsylvania History	Impact of Continuity and Change on PA History		X	NA	NA	X	X	NA
Pennsylvania History	Conflict and Cooperation (PA)	X	NA	NA	NA	X	X	NA
United States History	Contributions of Individuals and Groups (US History)	X	X	X	X	X	X	X
United States History	Historical Documents and Artifacts (US History)	X	NA	NA	X	X	X	X
United States History	Impact of Continuity and Change on US History	X	NA	X	X	X	X	X
United States History	Conflict and Cooperation (United States)		NA	X	X	X	X	X
World History	Contributions of Individuals and Groups (World)	X	X	X	X	NA	X	X
World History	Historical Documents, Artifacts, and Sites (World)		NA	NA	NA	NA	X	X
World History	Impact of Continuity and Change (World)	X	X	NA	X	NA		X
World History	Conflict and Cooperation (World)	X	X	NA	NA	NA		X

**e. Career Education and Work**

	GRADE LEVEL						
STANDARD	K	1	2	3	4	5	6
Career Awareness and Preparation	X	X	X	X			
Career Acquisition						X	X
Career Retention and Advancement					X		
Entrepreneurship					X		

**3. Instruction**

**a. Time Allocation for Instruction** (minutes per week)

	GRADE						
SUBJECT	K	1	2	3	4	5	6
Social Studies	50	70	85	110	185	185	185

**b. Pacing** (content by grade and marking period)

Grade	Social Studies Unit	Marking Period
K	Unit 1: We Have Families Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson African-American Infusion Lesson (Jacob Lawrence) Career Ed Lesson	1

<b>Grade</b>	<b>Social Studies Unit</b>	<b>Marking Period</b>
	Unit 2: Where We Live Unit 3: People Long Ago African-American Infusion Lesson (Rosa Parks) Career Ed Lesson	2
	Unit 4: Why We Work Unit 5: Getting Along Together African-American Infusion Lesson(Dr. Martin Luther King, Jr.'s Legacy) Career Ed Lesson	3
1	Unit 1: Culture: Family and Neighbors Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson African-American Infusion Lesson (Jordie Nolan & Frank Morrison)	1
	Unit 2: Geography: All About Earth African-American Infusion Lesson (Mae Jemison)	2
	Unit 4: Economics: All About Work Unit 5: Citizenship: Our Government African-American Infusion Lesson (Gwendolyn Hooks) Career Ed Lesson	3
2	Unit 1: Culture: We Live Together Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson African-American Infusion Lesson (Carl Stokes)	1
	Unit 3: History: Long Ago and Today African-American Infusion Lesson (Jackie Robinson)	2
	Unit 4: Economics: Needs and Wants African-American Infusion Lesson (Gregory Hines) Career Ed Lesson	3
3	Unit 1: Communities and Geography Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson African-American Infusion Lesson (Granville T. Woods)	1
	Unit 3: Many Cultures, One Country African-American Infusion Lesson (Martin Luther King, Jr.)	2

<b>Grade</b>	<b>Social Studies Unit</b>	<b>Marking Period</b>
	Unit 4: Communities at Work Unit 5: Communities and Government African-American Infusion Lesson (Donald Clark) Career Ed Lesson	3
4	Chapter 2: Pennsylvania's Place in the World Chapter 3: The First Pennsylvanians Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson Patriot Day Lesson African-American Infusion Lesson (African-Americans in Colonial Times)	1
	Chapter 5: William Penn's Dream Chapter 6: Colonial Life Chapter 7: Birthplace of a Nation African-American Infusion Lesson (Harriet Tubman)	2
	Chapter 8: Moving West Chapter 9: A New Birth of Freedom Lessons of the Holocaust Chapter 10: An Industrial Powerhouse Chapter 13: Governing Pennsylvania African-American Infusion Lesson (African-American Industrialists) Career Ed Lesson	3
5	Unit 2: Exploration and Colonization Unit 3: Colonial America Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson Patriot Day Lesson African-American Infusion Lesson (African-American Voting Rights) Career Ed Lesson	1
	Unit 4: The Struggle for North America Unit 5: The New Nation African-American Infusion Lesson (Ida B. Wells) Career Ed Lesson	2

Grade	Social Studies Unit	Marking Period
	Unit 6: Slavery and Emancipation Unit 8: The Modern Era Holocaust Unit African-American Infusion Lesson (Thurgood Marshall) Career Ed Lesson	3
6	Unit 1: Rivers and Civilizations (Lessons 1-6) Unit 1: Rivers and Civilizations (Lessons 7-10) Unit 2: The Ancient Worlds ( Lessons 1-4) Civics Lesson Constitution Day Lesson Non-Violent Conflict Resolution Lesson Patriot Day Lesson African-American Infusion Lesson (Jacob Lawrence)	1
	Unit 2: The Ancient Worlds ( Lessons 5-6) Unit 3: Trade and Traditions (Lessons 1-3) Unit 3: Trade and Traditions (Lessons 4-6) African-American Infusion Lesson (The Jazz Era)	2
	Unit 4: Cultures and Change ( Lessons 1-3) Unit 5: Changing Ideas (Lessons 1-3) Unit 5: Changing Ideas (Lessons 4-6) Unit 6: A Century of Challenge (Lessons 1-2) Holocaust Unit African-American Infusion Lesson (Jesse Owens)	3

### c. Methods

- i. Methods suggested by the text will be employed.
- ii. Cross-curricular applications and connections will be made as appropriate.
- iii. Differentiation strategies to address individual learner needs will be incorporated throughout instruction.
- iv. Collaborative whole-group and small-group learning activities will be included throughout the course.
- v. Writing experiences will be incorporated into the course.
- vi. Supplementary materials supplied by the publisher will be used.

**d. Technology**

- i. Interactive Promethean FlipCharts will be used throughout the course. (See pacing guide for listing of available FlipCharts.)
- ii. Use of computers will be incorporated throughout the course as appropriate.

**e. Resources**

- i. The text used for the Grades K – 3 and 5 – 6 instructional program is *Timelinks*, published by Macmillan/McGraw-Hill, Columbus OH, 2009.
- ii. The text used for the Grade 4 instructional program is *Pennsylvania, Our Home*, published by Gibbs Smith, Layton, UT, 2012.
- iii. Reference books available in the school library are used as appropriate.
- iv. Supplementary materials such as Safari Montage and web-based resources are used as appropriate.

## 4. Assessment

### a. Procedures for Evaluation

- i. Formative assessments will be administered in a variety of formats, including but not limited to: quizzes, projects, homework, classwork, exit slips, questioning, and class participation.
- ii. Summative, common assessments will be administered at the end of each unit.
- iii. Accommodations aligned with those permitted for the PSSA and included in IEPs will be provided for special education students who are enrolled in the course.

### b. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

**Advanced (A)** demonstrates:

- superior understanding of concepts, skills and strategies with respect to the standard
- 93 – 100% mastery on assessment items related to the standard and scored numerically
- achievement at the highest level on assessment items that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics independently

**Proficient (P)** demonstrates:

- solid understanding of concepts, skills and strategies with respect to the standard
- 80 – 92% mastery on assessment items related to the standard and scored numerically
- achievement at the proficient level on assessments that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics with support

**Basic (B)** demonstrates:

- partial understanding of concepts, skills and strategies with respect to the standard
- 60 – 79% mastery on assessment items related to the standard and scored numerically
- achievement one level below proficiency on assessments that are related to the standard and graded with a rubric
- a need to begin to apply and extend learning and to explore ideas/topics

**Below Basic (BB)** demonstrates:

- inadequate understanding of concepts, skills and strategies with respect to the standard
- less than 60% mastery on assessment items related to the standard and scored numerically
- achievement at the lowest level on assessments that are related to the standard and graded with a rubric
- a need for additional, focused instructional opportunities