

Social Studies - Kindergarten

Unit: **School**

Content Standard: **Identify the purpose, structure, functions, types of government, and the rights and responsibilities of citizens.**
Explain how economic principles affect choice, market factors, demand and price.
Understand the concept of location, place, human environment interaction, movement, region, and usage of geographic tools to collect, analyzes, and interprets information.
Explore how human needs, ideas, issues, events, and the significance of cultural diversity have influenced the shaping of our community, states, nations, and world.

State Curriculum Standard: **5.1.3 Principles and Documents of Government.**

Course Content	Student Performance	Resources	Assessments
<p>A. Define the Principles and Ideas of Shaping Government</p>	<ul style="list-style-type: none"> • Interview school workers and ask each one to make statements about their job and how they help others without revealing who they are <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Re-teach the Lesson • Playground Problems <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Who Can Help? • Better Nursery Rhymes 	<ul style="list-style-type: none"> • Tape recorder and cassette • School workers <p>Teacher Edition: Page 37 Teacher Edition: Page 42</p> <p>Teacher Edition: Page 39 Teacher Edition: Page 42</p>	<ul style="list-style-type: none"> • Play the tape for children and have them listen for clues and guess who each person is

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State Curriculum Standard: **5.2.3 Rights and Responsibilities of Citizenship.**

Course Content	Student Performance	Resources	Assessments
A. Identify Examples of the Rights and Responsibilities of Citizenship	<ul style="list-style-type: none">• Play a game of <u>Who Can Help Me?</u>	<ul style="list-style-type: none">• Teacher Edition: Page 39• Common problems written on index cards	<ul style="list-style-type: none">• Role-playing of the problem

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State Curriculum Standard: **5.3.3 How Government Works.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Services Performed by the Local, State, and National Governments</p> <p>B. Identify Positions of Authority at School and in Local, State and National Governments</p> <p>C. Explain Why being Treated Fairly is Important</p>	<ul style="list-style-type: none"> • Invite community professionals to discuss their jobs with your class <ul style="list-style-type: none"> • Students identify the ways the community professional(s) contribute to the community • Invite school personnel, including principal, librarian, and custodian, to come and discuss their jobs with your class <ul style="list-style-type: none"> • Students identify the ways that the school personnel contribute to the school community <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Play, Who Am I? • Make “Thank You” medals 	<ul style="list-style-type: none"> • Invitations to professionals in the community • Community professionals • Paper, pencils, crayons • School personnel <ul style="list-style-type: none"> • Principal, librarian, custodian, etc. • Activity Book, page 4 • Teacher Edition: Page 37 	<ul style="list-style-type: none"> • Write thank you notes to each professional, thanking them for the jobs they do in the community • Complete <u>Helpers at School</u> • Describe how the school worker treated them fairly

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State Curriculum Standard: **6.2.3 Markets and Functions of Governments.**

Course Content	Student Performance	Resources	Assessments
A. Identify Goods and Services Produced by the Government	<ul style="list-style-type: none">• Direct children to each worker listed on Big Book page 6<ul style="list-style-type: none">• Children use picture clues to discover the services each worker provides	<ul style="list-style-type: none">• Big Book, page 6	<ul style="list-style-type: none">• Name workers and the service they provide

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State Curriculum Standard: **7.1.3. Basic Geography Literacy.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Geographic Tools and Their Uses</p> <p>B. Identify and Locate Places and Regions</p>	<ul style="list-style-type: none"> • Invite children to examine some learning tools with you • Demonstrate how and why the tool is used • Take children for a walk through the school <ul style="list-style-type: none"> • Students name designated areas and the activities that take place there 	<ul style="list-style-type: none"> • Map and globes 	<ul style="list-style-type: none"> • Say a simple sentence naming a tool and how it is used • Tell each other how to get from place to place at our school

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State Curriculum Standard: **7.3.3 The Human Characteristics of Places and Regions.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the Human Characteristics of Places and Regions by Their Cultural Characteristic</p>	<p>B. Read and discuss <u>School</u></p>	<ul style="list-style-type: none"> • <u>Time for Kids Readers: School</u> 	<ul style="list-style-type: none"> • Students identify and discuss how the school in each country is the same and different from ours

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State Curriculum Standard: **8.1.3 Historical Analysis and Skills Development.**

Course Content	Student Performance	Resources	Assessments
A. Understand Chronological Thinking and Distinguish Between Past, Present, and Future	<ul style="list-style-type: none">• Measure calendar time by using days, weeks, and months	<ul style="list-style-type: none">• Classroom calendar• Activity Book, page 32	<ul style="list-style-type: none">• Complete <u>Use a Calendar</u>

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State Curriculum Standard: **8.3.3 United States History.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Describe Primary Documents, Material Artifacts and Historical Sites Important in United States History</p>	<ul style="list-style-type: none"> • Read and discuss <u>Schools Long Ago and Today</u> 	<ul style="list-style-type: none"> • <u>Time For Kids Readers: Schools Long Ago and Today</u> 	<ul style="list-style-type: none"> • Draw a picture of a modern classroom • Draw a classroom from long ago <ul style="list-style-type: none"> • Tape the drawing of the modern classroom over the historical one <ul style="list-style-type: none"> • Lift up the top picture to have students discuss how the classrooms are different

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State Curriculum Standard: **5.1.3 Principals and Documents of Government.**

Course Content	Student Performance	Resources	Assessments
<p>A. Explain the Purposes of Rules and Laws and Why They are Important in the Classroom, School, Community, State, and Nation</p> <p>B. Define the Principles and Ideas Shaping Government</p>	<ul style="list-style-type: none"> • Invite children to name things they should and should not do at school <ul style="list-style-type: none"> • Record their responses in a chart <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Reach All Learners • Reach All Learners <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Rule Riddles • Recognize that to work together they should share, take turns, help others, and respect others <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Act Out Pictures <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Create Storyboards 	<ul style="list-style-type: none"> • Chart, paper, and markers • Activity Book, page 8 • Teacher Edition: Page 37 • Safety Signs • Teacher Edition: Page 77 • Teacher Edition: Page 83 • Paper, pencils, crayons • Big Book, page 18 	<p>Complete <u>Who Needs Rules?</u></p> <ul style="list-style-type: none"> • Create a class song using the words respect, sharing, and helping to the tune of “The More We Get Together”

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State Curriculum Standard: **5.1.3 Principals and Documents of Government.**

Course Content	Student Performance	Resources	Assessments
<p>C. Describe the Purpose of the United States Flag, the Pledge of Allegiance, and The National Anthem</p>	<ul style="list-style-type: none"> • Recognize the flag as a symbol of our country and to recite the Pledge of Allegiance • Read and discuss poem. <p><u>Remediation:</u> Record the Pledge</p> <p><u>Enrichment:</u> Add to the Pledge</p>	<ul style="list-style-type: none"> • Big Book pages, 23 and 24 • <u>Time For Kids Readers: Our Flag</u> • <u>Time for Kids Readers: The Statue of Liberty</u> • Activity Book, page 14 • Teacher Edition: Page 104 • Tape recorder, tape • Teacher Edition: Page 104 	<ul style="list-style-type: none"> • Complete <u>The United States Flag</u>

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State Curriculum Standard: **5.1.3 Principals and Documents of Government.**

Course Content	Student Performance	Resources	Assessments
<p>D. Explain why Government is Necessary in the Classroom, School, Community, State and Nation and the Basic Purposes of Government in Pennsylvania and the United States</p> <p>E. Explain the Importance of Respect for the Property and Opinions of Others</p> <p>F. Identify Symbols and Political Holidays</p>	<ul style="list-style-type: none"> • Read and discuss poem, <u>No Rules School</u> • Role play situations demonstrating individuals being disrespectful to others' belongings • Recognize national and state symbols and icons <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Make a chart <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Play I Spy 	<ul style="list-style-type: none"> • <u>No Rules School</u> by Kathryn Corbett, Teacher Edition: Page 79 • Various student projects and objects • Teacher Edition: Page 114 • Big Book, page 26 • Activity Book, page 16 • Crayons, scissors, markers, glue, tape, craft sticks • Teacher Edition: Page 113 • Paper, markers • Teacher Edition: Page 113 • Big Book, page 26 	<ul style="list-style-type: none"> • Explain the consequences of not having rules • Role play responses that are respectful to the presented situations • Select national or state symbol to be used to create a patriotic flag • Teacher Edition: Page 114

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State Curriculum Standard: **5.2.3 Rights and Responsibilities of Citizenship.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Examples of the Rights and Responsibilities of Citizenship</p>	<ul style="list-style-type: none"> • Identify ways children can help at their home, school, and in the community <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • School Helpers <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Good Citizen Tickets 	<ul style="list-style-type: none"> • Big Book, page 20 • Teacher Edition: Page 93 • Teacher Edition: Page 96 • Construction paper, crayons, scissors, stapler • Teacher Edition: Page 96 • Construction paper, crayons, scissors 	<ul style="list-style-type: none"> • Make up verses for “Here We Go ‘Round the Mulberry Bush” about the ways children can help others
<p>B. Identify personal rights and responsibilities</p>	<ul style="list-style-type: none"> • Discuss ways to be a good citizen and identify ways to show responsibility 	<ul style="list-style-type: none"> • Big Book, page 20 • Activity Book, page 12 	<ul style="list-style-type: none"> • Complete <u>Good Citizens</u>
<p>C. Identify sources of conflicts and disagreements and different ways conflicts can be resolved</p>	<ul style="list-style-type: none"> • Role play situations that involve sharing, working together, and taking turns <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Preventing Disputes 	<ul style="list-style-type: none"> • Big Book, page 18 • Teacher Edition: Page 85 – 87 • Activity Book, page 10 • Teacher Edition: Page 78 	<ul style="list-style-type: none"> • Complete <u>What Happened?</u>

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State Curriculum Standard: **5.2.3 Rights and Responsibilities of Citizenship.**

Course Content	Student Performance	Resources	Assessments
<p>D. Identify the Importance of Political Leadership and Public Service in the School, Community, State, and Nation</p> <p>E. Describe the Ways Citizens can Influence the Decisions and Actions of the Government</p> <p>F. Explain the Benefits of Following Rules and Laws and the Consequences of Violating Them</p>	<ul style="list-style-type: none"> • Create graphic organizer <u>Who Makes Rules?</u> • Use voting as a method of decision-making in various school situations <u>Remediation:</u> • Vote of the Day <u>Enrichment:</u> • Reach all Learners • Create a list of things students should do and should not do at school • Determine consequences for not following the rules 	<ul style="list-style-type: none"> • Teacher Edition: Page 88-91 • Activity Book, page 11 • Teacher Edition: Page 97-100 • Activity Book, page 13 • Teacher Edition: Page 100 • Paper squares, chart paper, crayons, voting box • Teacher Edition: Page 99 • Chart paper, marker • Teacher Edition: Page 76-82 & 93-95 • Activity Book, page 8 	<ul style="list-style-type: none"> • Complete <u>Find the Leaders</u> • Create a bar/picture graph of vote of the day, then analyze the results • Create signs illustrating each rule and explain why the rule is important

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State Curriculum Standard: **5.2.3 Rights and Responsibilities of Citizenship.**

Course Content	Student Performance	Resources	Assessments
<p>G. Identify Ways to Participate in Government and Civic Life</p>	<ul style="list-style-type: none"> • During election time discuss the importance of voting for government leaders 	<ul style="list-style-type: none"> • Teacher Edition: Page 97-100 • Activity book, page 13 	<ul style="list-style-type: none"> • Student discussion

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State Curriculum Standard: **5.3.3 How Government Works.**

Course Content	Student Performance	Resources	Assessments
A. Identify Reasons for Rules and Laws in the School and Community	<ul style="list-style-type: none"> After playing a “No–Rules Game” discuss why they think it is better to have rules or not have rules <p><u>Remediation:</u></p> <ul style="list-style-type: none"> At Home <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> Rules at Home 	<ul style="list-style-type: none"> Teacher Edition: Page 76-82 Activity Book page 9 <ul style="list-style-type: none"> Teacher Edition: Page 77 <ul style="list-style-type: none"> Teacher Edition: Page 79 	<ul style="list-style-type: none"> On one half of a sheet of paper draw a picture of child playing fair and on the other half a picture of a child following a rule that will keep him safe
B. Identify Positions of Authority at School and in Local, State, and National Governments	<ul style="list-style-type: none"> Create a two column chart: <ul style="list-style-type: none"> <i>Who is a leader?</i> <i>Whom does he or she lead?</i> 	<ul style="list-style-type: none"> Teacher Edition: Page 89 - 90 Big Book, page 19 	<ul style="list-style-type: none"> Make a class leader collage
C. Explain Why Being Treated Fairly is Important	<ul style="list-style-type: none"> After random sharing of treats, ask students who did not receive a treat to discuss how they feel 	<ul style="list-style-type: none"> Class treat 	<ul style="list-style-type: none"> Brainstorm ways to share the treats fairly
D. Identify Individuals Interests and Explains Ways to Influence Others	<ul style="list-style-type: none"> When given two choices students will try to persuade classmates to go with their choice 	<ul style="list-style-type: none"> Blackboard and chalk 	<ul style="list-style-type: none"> Student discussion

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State Curriculum Standard: **7.1.3 Basic Geographic Literacy.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Geographic Tools and Their Uses</p>	<ul style="list-style-type: none"> • When viewing pictures of a variety of signs students explain the need of each <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Map Puzzle <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Match States and Shapes 	<ul style="list-style-type: none"> • Teacher Edition: Page 69-74 • Teacher Edition: Page 73 • Teacher Edition: Page 109 • Activity Pattern P4, scissors, glue, drawing paper, crayons • Teacher Edition: Page 108 • Cut out shapes or puzzle pieces of the state <ul style="list-style-type: none"> • Cards with states' names 	<ul style="list-style-type: none"> • Create two column chart: <ul style="list-style-type: none"> • <i>What do sign do?</i> • <i>Why are signs important?</i>
<p>B. Identify and Locate Places and Regions</p>	<ul style="list-style-type: none"> • Recognize a map of the United States and identify Pennsylvania on it 	<ul style="list-style-type: none"> • Activity Book page 15 • TE pages 106 – 109 • Activity Pattern P4 • Internet Resource <ul style="list-style-type: none"> • www.harcourtschool.com/yourstate 	<ul style="list-style-type: none"> • Create a <u>Personal Map</u>

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State Curriculum Standard: **7.3.3 The Human Characteristics of Places and Regions.**

Course Content	Student Performance	Resources	Assessments
A. Identify the Human Characteristics of Places and Regions by their Political Activities	<ul style="list-style-type: none">Using a map identify the state children live in and those they have visited<ul style="list-style-type: none">Students will share activities and experiences they have had while visiting other places	<ul style="list-style-type: none">Activity Pattern P4Crayons and stickers	<ul style="list-style-type: none">Locate Pennsylvania and states visited by coloring or marking with a sticker

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State Curriculum Standard: **8.2.3 Pennsylvania History.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Describe Primary Documents, Material Artifacts, and Historical Sites Important to Pennsylvania History</p>	<ul style="list-style-type: none"> • Identify the Liberty Bell as important historical artifact from our state 	<ul style="list-style-type: none"> • Big Book, page 26 • Teacher Edition: Page 111 	<ul style="list-style-type: none"> • Student discussion

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State Curriculum Standard: **8.3.3 United States History.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Describe Primary Documents, Material Artifacts, and Historical Sites Important in United States History</p>	<ul style="list-style-type: none"> • Identify the flag of the United States and other national symbols and icons 	<ul style="list-style-type: none"> • Teacher Edition: Page 101-105 • Teacher Edition: Page 110 – 114 • Activity Book page 16 • <u>Time For Kids Readers: Our Flag</u> • <u>Time for Kids Readers:The Statue of Liberty</u> • Internet Resource <ul style="list-style-type: none"> • www.harcourtschool.com/primarysources 	<ul style="list-style-type: none"> • Complete <u>Our Country's Symbols</u>

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State Curriculum Standard: **5.3.3 How Government Works.**

Course Content	Student Performance	Resources	Assessments
A. Identify the Role of the Three Branches of Government	<ul style="list-style-type: none">• After listening to stories and/or viewing a video identify the responsibilities of the executive branch, the president	<ul style="list-style-type: none">• Reference books about the presidents• Video <u>Presidents' Day</u> from Society for Visual Education• 4-inch square of white construction paper, crayons, glue, scissors	<ul style="list-style-type: none">• Create a new postal stamp honoring the current or another president<ul style="list-style-type: none">• Assemble for a classroom display

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State Curriculum Standard: **8.1.3 Historical Analysis and Skills Development.**

Course Content	Student Performance	Resources	Assessments
A. Understand Chronological Thinking and Distinguish Between Past, Present, and Future Time	<ul style="list-style-type: none"> • Create a time line of holidays to identify each as in the past, present or future using the current month as the present 	<ul style="list-style-type: none"> • Classroom calendar • White construction paper • Holiday symbols • Glue, crayons, scissors 	<ul style="list-style-type: none"> • Teacher observation
B. Understand Fundamentals of Historical Interpretation	<ul style="list-style-type: none"> • After listening to background information related to Memorial Day the children will learn a patriotic song 	<ul style="list-style-type: none"> • Teacher Edition: Page H 14 • Activity Book page 14 • Crayons, glue, scissors 	<ul style="list-style-type: none"> • Verbally explain the reason Memorial Day is celebrated
C. Understand Historical Research	<ul style="list-style-type: none"> • After listening to story, <u>Thanksgiving Day</u> or viewing the video, <u>Thanksgiving</u>, identify reasons Thanksgiving is celebrated 	<ul style="list-style-type: none"> • <u>Thanksgiving Day</u> by Gail Gibbons • Video <u>Thanksgiving</u> from Society for Visual Education • Teacher Edition: Page H 4 	<ul style="list-style-type: none"> • Recite <u>The Pilgrim Thanksgiving</u> fingerplay

Social Studies - Kindergarten

Unit: **Special Days**

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State Curriculum Standard: **8.2.3 Pennsylvania History.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Describe Conflict and Cooperation Among Social Groups and Organizations in Pennsylvania History</p>	<ul style="list-style-type: none"> • After reciting the fingerplay, <u>The Pilgrim Thanksgivng</u>, identify ways the pilgrims and Native Americans cooperated 	<ul style="list-style-type: none"> • Teacher Edition: Page H4 	<ul style="list-style-type: none"> • Identify ways that they can cooperate with other kindergarten classes to plan and organize a sharing activity

Social Studies - Kindergarten

Unit: **Special Days**

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State Curriculum Standard: **8.3.3 United States History.**

Course Content	Student Performance	Resources	Assessments
A. Identify Contributions of Individual and Groups to United States History	<ul style="list-style-type: none"> • Identify important people and their contributions to us by answering riddles 	<ul style="list-style-type: none"> • Teacher made collection of riddles. • Teacher Edition: Page H9 & 11 	<ul style="list-style-type: none"> • Role playing an important person for classmates to identify person and contributions
B. Identify Important Changes in United States History	<ul style="list-style-type: none"> • Identify changes occurring as a result of the contributions of famous patriotic Americans 	<ul style="list-style-type: none"> • Teacher Edition: Page H 4, 9, & 11 	<ul style="list-style-type: none"> • Create a flip book showing the each patriotic American and his/her contributions
C. Identify Conflict and Cooperation Among Social Groups and Organizations in United States History	<ul style="list-style-type: none"> • Role play situations demonstrating conflict and cooperation among social groups 	<ul style="list-style-type: none"> • Teacher Edition: Page H 4, 9 & 11 	<ul style="list-style-type: none"> • Identify the conflict and cooperation demonstrated in each role playing situation

Social Studies - Kindergarten

Unit: **Workers**

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State Curriculum Standard: **5.2.3 Rights and Responsibilities of Citizenship.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Examples of the Rights and Responsibilities of Citizenship</p>	<ul style="list-style-type: none"> • Identify jobs in the home, school, and community and their responsibilities by inviting workers to explain their jobs and the responsibilities associated with them <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Reach All Learners <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Mall Map 	<ul style="list-style-type: none"> • Volunteer workers <ul style="list-style-type: none"> • Teacher Edition: Page 311 • Chart paper, marker <ul style="list-style-type: none"> • Teacher Edition: Page 313 • Paper, crayons 	<ul style="list-style-type: none"> • Identify the classroom jobs and responsibilities of students

Social Studies - Kindergarten

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State Curriculum Standard: **5.3.3 How Government Works.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify Positions of Authority at School and in Local, State and National Governments</p>	<ul style="list-style-type: none"> • Identify workers in community and government by completing a KWL titled “the work people do” 	<ul style="list-style-type: none"> • Chart paper, markers • Job and Career reference books 	<ul style="list-style-type: none"> • Through discussion, respond to questions relating to authority figure workers and the role they play in the community or organization

Social Studies - Kindergarten

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State Curriculum Standard: **6.1.3 Economic Systems.**

Course Content	Student Performance	Resources	Assessments
A. Describe how Individuals, Families, and Communities with Limited Resources Make Choices	<ul style="list-style-type: none"> Use decision-making process to Identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision by learning the Look, Think, Choose strategy 	<ul style="list-style-type: none"> Big Book, page 99 Activity Book, page 45 	<ul style="list-style-type: none"> Complete <u>Making Choices</u>
B. Describe Alternative Methods of Allocating Goods and Services and Advantages and Disadvantages	<ul style="list-style-type: none"> Use problem-solving strategies to determine how given goods and services are acquired and the advantage and disadvantage of each method 		<ul style="list-style-type: none"> Draw a good or service then list two or more ways of acquiring it
C. Identify Local Economical Activities	<ul style="list-style-type: none"> Identify places of employment in the community 	<ul style="list-style-type: none"> Artifacts from local businesses 	<ul style="list-style-type: none"> Name a business or building and identify what type of economical activity occurs there

Social Studies - Kindergarten

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State Curriculum Standard: **6.2.3 Markets and Functions of Governments.**

Course Content	Student Performance	Resources	Assessments
<p>C. Identify Groups of Competing Producers in the Local Area</p> <p>D. Identify Who Supplies a Product and Who Demands a Product</p> <p>E. Identify Government Involvement in Local Economic Activities</p> <p>F. Identify Goods and Services Produced by the Government</p> <p>G. Explain Why Most Countries Create their Own Form of Money</p>	<ul style="list-style-type: none"> • Make a lists of producers who sell similar goods or services • Brainstorm and list products, then identify who uses each product • Make a list of government workers in our community • Interview government workers that visit the class • Examine money used in the United States to recognize the relationship between work and money 	<ul style="list-style-type: none"> • Chart paper, markers, white paper, crayons • Activity Book page 43 • Chart paper, markers • Paper, markers, crayons • Variety of US currency • Foreign coins • <u>Time For Kids Readers: On the Money</u> • Magnifying glasses 	<ul style="list-style-type: none"> • Create a graph based on the list of producers, goods, and services <ul style="list-style-type: none"> • Analyze the results • Complete Activity Book page 43 • Make thank you cards for each worker that states the worker's job and the good or service provided • Discriminate between American and foreign coins by sorting them into 2 groups

Social Studies - Kindergarten

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State Curriculum Standard: **6.3.3 Scarcity and Choice.**

Course Content	Student Performance	Resources	Assessments
A. Define Scarcity and Identify Limited Resources	<ul style="list-style-type: none"> • Identify objects that there are many of and those there are few of in the classroom to establish a definition of scarce • Provide the children with play money to purchase items from a class store 	<ul style="list-style-type: none"> • Play money • Variety of objects provided by teacher for class store 	<ul style="list-style-type: none"> • Identify items that were not able to be purchased and tell why
B. Identify and Define Wants of Different People	<ul style="list-style-type: none"> • After viewing a video identify what a want is and illustrate a personal want <ul style="list-style-type: none"> • Assemble class pictures to create a book • Use the book to analyze the difference of wants 	<ul style="list-style-type: none"> • Video <u>Needs vs. Wants</u> by 100% Educational Videos • Drawing paper and crayons 	<ul style="list-style-type: none"> • After reading classbook, students evaluate the numerous classroom wants
C. Identify and Define Natural, Human, and Capital Resources	<ul style="list-style-type: none"> • After discussing the term resource, make a chart to list natural, human and capital resources 	<ul style="list-style-type: none"> • Chart paper • Resource pictures and/or objects 	<ul style="list-style-type: none"> • Identify and categorize given pictures and/or objects

Social Studies - Kindergarten

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State Curriculum Standard: **6.3.3 Scarcity and Choice.**

Course Content	Student Performance	Resources	• Assessments
<p>D. Identify Cost and Benefits Associated With an Economic Decision</p> <p>E. Explain What is Given up When Making a Decision</p>	<ul style="list-style-type: none"> • Use a decision making process to analyze the choices made in a given story • Complete a story about making choices by drawing pictures to fill in the blanks 	<ul style="list-style-type: none"> • <u>The Three Little Pigs</u> • <u>Draw in the Blanks</u> on • Teacher Edition: Page 346 • Activity Book, page 45 	<ul style="list-style-type: none"> • Discuss and evaluate the economic benefits of each pig's decision • Complete <u>Making Choices</u>

Social Studies - Kindergarten

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State Curriculum Standard: **6.4.3 Economic Interdependence.**

Course Content	Student Performance	Resources	Assessments
<p>A. Explain Why People Trade</p> <p>B. Explain Why Goods, Services, and Resources Come from All Over the Nation and the World</p> <p>C. Define Specialization and Identify Examples of Interdependence</p>	<ul style="list-style-type: none"> • After viewing items things they commonly use at home and in school, students will read labels to verify the items' country of origin • Review previously made chart <u>Things We Use and Where They Come From</u> and discuss why each product comes from the country it does • Explain what the chart <u>Things We Use and Where They Come From</u> tells about us and other countries <ul style="list-style-type: none"> • Students identify what they learned from the chart 	<ul style="list-style-type: none"> • Teacher Edition: Page 347 • Chart paper, markers • Teacher Edition: Page 347-350 • <u>Things We Use and Where They Come From</u> chart • <u>Things We Use and Where They Come From</u> chart 	<ul style="list-style-type: none"> • Create a <u>Things We Use and Where They Come From</u> chart • Children work with a family member to read labels of things they play with, use, eat, and wear to learn where each item comes from <ul style="list-style-type: none"> • Make a list of the items and countries to share with classmates

Social Studies - Kindergarten

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State Curriculum Standard: **6.5.3 Work and Earnings.**

Course Content	Student Performance	Resources	Assessments
<p>A. Explain Why People Work to Get Goods and Services</p> <p>B. Identify Different Occupations</p>	<ul style="list-style-type: none"> • Create a two-column chart <ul style="list-style-type: none"> • What kind of job would you like to have someday? • Why will you need money? • After reading <u>Career Day</u> make a list of occupations <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Guess Who <p><u>Enrichment:</u></p> <p>When I Grow Up - Children share information about a job they might like to do when they grow up</p>	<ul style="list-style-type: none"> • Big Book, pages 95 & 96 • Teacher Edition: Page 36 • Magazines, poster board, markers, scissors, play money • Big Book, pages 79 – 86. • Teacher Edition: Page 09 • Internet Resources <ul style="list-style-type: none"> • www.harcourtschool.com/social studies • www.harcourtschool.com/time for kids • Teacher Edition: Page 309 • Props related to occupations 	<ul style="list-style-type: none"> • Create a Flow Chart • Create a "Career Day" book

Social Studies - Kindergarten

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State Curriculum Standard: **6.5.3 Work and Earnings.**

Course Content	Student Performance	Resources	Assessments
C. Describe Businesses that Provide Goods and Businesses that Provide Services	<ul style="list-style-type: none"> • Name business in the community and the services and goods they provide 	<ul style="list-style-type: none"> • Chart paper • Class “Career Day” book • Activity Book, page 38 	<ul style="list-style-type: none"> • Complete <u>Goods or Services?</u>
D. Identify Examples of Assets	<ul style="list-style-type: none"> • List things children possess that are of valuable <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • A Trading Post 	<ul style="list-style-type: none"> • Writing paper, crayons, pencils 	<ul style="list-style-type: none"> • Student discussion and illustrations
E. Define Saving and Explain Why People Save	<ul style="list-style-type: none"> • Discuss the benefits and purposes of saving money by illustrating something for which they would save 	<ul style="list-style-type: none"> • Teacher Edition: Page 342 • Paper, crayons, pencils • Teacher Edition: Page 341 	<ul style="list-style-type: none"> • <u>Put on a Skit</u>
F. Explain How Banks Bring Savers and Borrowers Together	<ul style="list-style-type: none"> • Invite a banker to explain the purposes of a bank • Set up a “class bank” to demonstrate the purposes of banks 	<ul style="list-style-type: none"> • Paper, crayons, pencils • Assorted banking supplies 	<ul style="list-style-type: none"> • Draw a picture to illustrate on the purposes of a bank

Social Studies - Kindergarten

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State Curriculum Standard: **7.1.3 Basic Geographic Tools.**

Course Content	Student Performance	Resources	Assessments
A. Identify Geographic Tools and Their Uses	<ul style="list-style-type: none">• Create a community map to identify locations that provide goods and services	<ul style="list-style-type: none">• Paper, crayons, markers, list of local businesses	<ul style="list-style-type: none">• Using the map, children will name a location and tell what good or service is provided

Social Studies - Kindergarten

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State Curriculum Standard: **7.3.3 The Human Characteristics of Places and Regions.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the Human Characteristics of Places and Regions by their Cultural Characteristics</p> <p>B. Identify the Human Characteristics of Places and Regions by their Economic Activities</p>	<ul style="list-style-type: none"> • After reading a story about homes around the world analyze why different types are needed • After viewing products made throughout the world gain an awareness that goods are produced all over the world 	<ul style="list-style-type: none"> • Books about homes • Maps • Variety of products • Teacher Edition: Page 350 	<ul style="list-style-type: none"> • Design and explain their own home • <u>Where in the World?</u>

Social Studies - Kindergarten

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State Curriculum Standard: **8.1.3 Historical Analysis and Skill Development.**

Course Content	Student Performance	Resources	Assessments
<p>A. Develop an Understanding of Historical Sources</p>	<ul style="list-style-type: none"> • List ways tools used in home meet people’s needs by making a picture graph • Identify ways these tools have changed by comparing pictures and artifacts 	<ul style="list-style-type: none"> • Big Book, page 94 • Activity Book, page 42 • Picture and/or artifacts of tools used in the home • <u>List and Graph</u> Teacher Edition: Page 332 	<ul style="list-style-type: none"> • Using created picture graph created by class, identify a specific tool by clues given by the teacher or another student

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State Curriculum Standard: **8.3.3 United States History.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and Describe Primary Documents, Material Artifacts, and Historical Sites Important in United States History</p>	<ul style="list-style-type: none"> • Compare and contrast jobs in the past and present by looking at and discussing pictures 	<ul style="list-style-type: none"> • Teacher Edition: Page 315-319 • Big Book, pages 89-90 • Activity Book, page 39 • Internet Resource <ul style="list-style-type: none"> • www.harcourtschool.com/primarysources 	<ul style="list-style-type: none"> • <u>Workers Past and Present</u>

Social Studies - Kindergarten

Unit: Rules

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State Curriculum Standard: 5.2.3 Rights and Responsibilities of Citizenship.

Course Content	Student Performance	Resources	Assessments
A. Describe the ways citizens can influence the decisions and actions of the government	<ul style="list-style-type: none"> • Use voting as a method of decision making in various school situations. 	<ul style="list-style-type: none"> • TE pages 97 – 100 • Activity Book page 13 	<ul style="list-style-type: none"> • Create a bar/picture graph of vote of the day then analyze the results
B. Explain the benefits of following rules and laws and the consequences of violating them	<ul style="list-style-type: none"> • Create a list of things students should do and should not do at school. Determine consequences for not following the rules 	<ul style="list-style-type: none"> • Teacher Edition: Page 76 – 82 & 93-95 • Activity Book, page 8 	<ul style="list-style-type: none"> • Create signs illustrating each rule and explain why the rule is important
C. Identify ways to participate in government and civic life	<ul style="list-style-type: none"> • During election time discuss the importance of voting for government leaders 	<ul style="list-style-type: none"> • Teacher Edition: Page 97 – 100 • Activity book, page 13 	<ul style="list-style-type: none"> • Student discussion