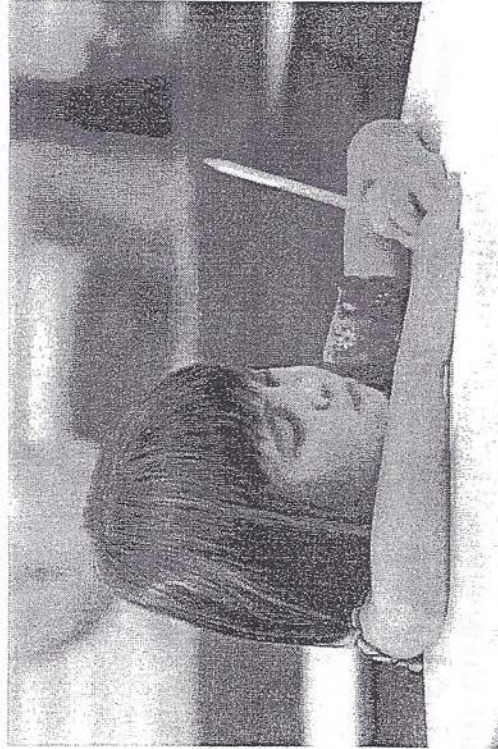


WORKING DRAFT

social Studies



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The foundation for social studies, economics, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Teachers facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

SOCIAL STUDIES-Civics and Government

5.1 Principles and Documents of Government

Third Grade Standards:

- Discuss what government is
- Explain the purposes of rules and laws and why they are important in the home, classroom, and community

Content for Kindergarten

Examples

Supportive Practice

A. Identify the visible roles that government serves

B. Identify the purposes of rules and laws

The learner will:

- Discuss how rules help to keep us.
- Identify rules in school related to fire drills, lunch, walking in the halls, bus safety, etc.
- Explain what happens when rules are broken.
- Suggest several rules which could make the classroom or the school a better place to work and play.
- Demonstrate respect for authority by following classroom and school rules.
- Understand that the proper exercise of authority is a form of government.

The teacher will:

- Arrange for students to take a “special bus ride” where there is a focus on bus safety rules and an explanation about why bus safety rules are important.
- Take students on a campus walk to identify important safety considerations and the rules associated with such matters as crosswalks, bus waiting areas, playground, restrooms, etc.
- Provide for structured opportunities for children to see the relationship between rules, order, authority, and the existence of governance.

SOCIAL STUDIES - Rights and Responsibilities of Citizens

5.2 Rights and Responsibilities of Citizenship

Third Grade Standards:

- Identify personal rights and responsibilities as they pertain to home, classroom, and society
- Identify civic responsibilities

Content for Kindergarten

A. Identify personal rights and responsibilities at school

The learner will:

- Demonstrate the ability to maintain his/ her personal materials in an orderly manner.
- Honor the space and personal property rights of fellow learners.
- Help care for classroom and school equipment, tools, materials, and environment.
- Understand that respect for others is a responsibility of being a member of a group, such as a classroom group or a school group.
- List examples of behaviors which demonstrate good citizenship.

Supportive Practice

The teacher will:

- Define the expectations for maintaining order and cleanliness in the classroom and at individual work areas..
- Help learners by defining expectations relative to maintaining order and cleanliness as a learner in the classroom.
- Recognize learners who demonstrate traits of good citizenship and character.
- Provide an opportunity for learners to talk about or draw pictures of others doing "good deeds".
- Support the children in understanding that everyone has a right to be happy and secure in school.
- Support the children in understanding that everyone has the right to be free from teasing and bullying.
- Help learners select a school in the school building or in the classroom that will improve those environments.

SOCIAL STUDIES

5.3 How Government Works

Third Grade Indicators:

- Identify services performed by government

Content for Kindergarten

- A. Identify services performed by, but not limited to local government

Examples

The learner will:

- Examine pictures of government workers performing service to the community in order to identify what services government performs.

Supportive Practice

The teacher will:

- Invite various “guests” to talk with the children about how they help establish or maintain rules (i.e. principal, school police, etc.) or in some way provide government services (fireman, sanitation worker, street maintenance, etc.).
- Collect and display pictures of government workers providing services to the community.
- Read various stories that demonstrate government services personnel.

SOCIAL STUDIES – Economics

6.1 Economic Systems

Third Grade Standards:

- Describe how families, school, and communities with limited resources make choices
- Identify local economic activities (employment)
- Identify local businesses opening or closing

Content for Kindergarten

A. Identify the role of people in a community and what they do to make a living

Examples

The learner will:

- Match simple descriptions of work which people do in a community with pictures illustrating the jobs.
- Recognize how jobs are similar and different.
- Practice exchanging play money for make believe goods to demonstrate the process of buying and selling.
- Identify reasons people might save money for the future.
- Discuss the difference between goods and services and compile a list of each category.
- Give examples of how people can be both buyers and sellers of goods and services.
- Identify different kinds of resources (human, natural, and capital) that help us provide for our needs and wants.

Supportive Practice

The teacher will:

- Read and discuss trade books describing different jobs. Discuss why people have to work and what motivates them to do their work.
- Invite parents and/or community members to share their work.
- Create any number of classroom simulations that involve economic decision-making in the family, school or community. (e.g., set-up a supermarket or other store in the classroom).
- Read and discuss trade books describing producers and resources (natural, human, capital).
- Take learners on a tour of the community while highlighting what each business does, how it serves the members of the community and its length of existence.
- Provide various pictures from magazines which can be used by learners to identify various kinds of resources.

SOCIAL STUDIES - Economics

6.2 Scarcity and Choice

Third Grade Standards:

- Identify scarcity and limited resources
- Identify needs of people
- Identify wants of people
- Explain how wants are often confused with needs in making choices

Content for Kindergarten

A. Identify scarcity as the concept that all resources are limited (i.e., why all of us can't have everything we want)

Examples

The learner will:

- Recognize the difference between basic needs and wants by providing common examples of each consideration.
- Explain how scarcity often prevents us from having everything we want or need.
- Practice the process of making wise choices involving needs and wants.
- Identify from pictures the needs and wants of people.

Supportive Practice

The teacher will:

- Create activities in which learners gain practice and insight into making wise choices by identifying the needs and wants of people.
- Provide pictures for learners to use in the process of clarifying the difference between needs and wants.
- Help learners reflect on how wants are sometimes confused for needs.

SOCIAL STUDIES - Economics

6.5 Work and Earnings

Third Grade Standards:

- Explain why people work to get goods and services
- Identify different occupations

Content for Kindergarten

Examples

The learner will:

- Explain why adults work.
- Identify the occupation of parents, caretakers, and/or other known adults.
- Name occupations and what they do.
- Identify an occupation that they would like
- Draw a picture and write about an occupation
- Dress like a worker for a particular occupation.

Supportive Practice

The teacher will:

- Create a list of the things people use money to purchase.
- Read various stories about occupations.
- Invite guests into the classroom to describe their occupations.

A. Explain why people work

SOCIAL STUDIES - Geography

7.1 Basic Geography Literacy

Third Grade Standards:

- Identify geographic tools and their uses

Content for Kindergarten:

- A. Identify the following geographic tools: maps, globe, map elements, diagrams, and photographs

Examples

The learner will:

- Use maps as tools that show actual representations of real places.
- Use maps to identify and locate familiar places or objects within the classroom or school environment.
- Make maps, using blocks or paper and pencil to represent familiar places such as the classroom, the school playground, or their home environment.
- Use maps or pictures to identify relationship, such as what object or place is located near some other object or place.

Supportive Practice

The teacher will:

- Create authentic situations in which students practice using a map to get quickly and efficiently from one place to another (i.e. how to get to the bathroom, the playground, the office, the lunchroom, etc).
- Support learners in the construction/building of a three-dimensional representation of a familiar environment such as their bedroom, classroom, or playground.
- Provide learners with high quality developmentally appropriate geographic tools.

SOCIAL STUDIES – Geography

7.2 The Physical Characteristics of Places and Regions

Third Grade Standards:

- Identify the physical characteristics of places

Content for Kindergarten

A. Identify physical characteristics of places, noting physical properties (landforms such as swamps, hills, and mountains), bodies of water such as creeks, rivers, ponds, lakes, and human forms such as highways, streets, buildings, bridges

Examples

The learner will:

- Respond to pictures of places by describing the physical characteristics.
- Discuss the impact the physical features of an environment have on the people who live there.
- Distinguish between human forms, such as roads and buildings, and physical characteristics.

Supportive Practice

The teacher will:

- Take learners on a walking tour of the playground, neighborhood, and/or another local site and discuss the physical features.

SOCIAL STUDIES - Geography

7.3 The Interaction Between People and Places

Third Grade Standards:

- Identify the impacts of physical systems on people
- Identify the impacts of people on physical systems

Content for Kindergarten

Examples

The learner will:

- A. Identify how physical systems impact people (e.g., soil quality for agriculture)

Supportive Practice

The teacher will:

- Take learners to places where they can appreciate human and/or natural resources (e.g., farms, greenhouses).
- Create an opportunity for learners to grow plants with different soil conditions and to discuss ways to positively influence the environment.
- Investigate the idea of creating a composting pile.
- Establish a school or classroom recycling initiative.
- Share regional and community current events that illustrate the theme of environmental interaction.

The learner will:

- Discuss how the temperature gets warmer or colder as the seasons change and how these seasonal changes cause people to respond.
- Discuss how farms are displaced by housing developments and shopping centers and how this impacts our society.
- Discuss the way in which natural resources help us produce things needed to live e.g., rich soil, pure streams).
- Create a list of things people do to negatively impact the environment.

SOCIAL STUDIES - History

8.1 Historical Analysis and Skills Development

Third Grade Standards:

- Distinguish between past, present, and future.
- Develop an understanding of historical sources.
- Understand fundamentals of historical interpretation.

Content for Kindergarten

Examples

The learner will:

- A. Understand chronological thinking through days, weeks, months, years (calendar time)
- B. Begin to develop an understanding of historical interpretation.

The teacher will:

- Use a class calendar to chart the weather recording to support learners in thinking about the past, present, and future.
- Provide opportunities for grandparents and senior citizens to visit the classroom to provide learners with living history lessons.
- Take and collect photographs of various class and school for learners to order by days, weeks, months, or years.
- Expose learners to historical interpretation through storytelling, folklore, and national holiday celebrations.

- Create a personal timeline with photographs and/or drawings from birth to present.
- Practice past, present and future time with a classroom calendar and daily monthly weather recording.
- Place photographs of school and classroom events in order based on when the event happened.
- Inquire about history through the process of meeting and talking with grandparents and senior citizens in the community.

SOCIAL STUDIES - History

8.3 United States History

Third Grade Standards:

- F. Identify contributions of individuals and groups to United States history
- G. Identify and describe primary documents, materials artifacts and historic sites important in United States history

Content for Kindergarten

A. Identify important individuals that contributed to United States history.

Examples

The learner will:

- Identify George Washington as the first President of the United States.
- Identify the current President of the United States.
- Recognize the Pilgrims as one of the first groups of settlers in the United States.
- Understand the Native Americans were living in the United States before any settlers arrived.
- Identify the United States Flag.
- Name the colors in the United States Flag.
- Recite the Pledge of Allegiance.
- Recognize the tune of the National Anthem and show respect for the song.

Supportive Practice

The teacher will:

- Read and discuss literature about George Washington.
- Introduce the President of the United States with literature, pictures and perhaps video clips of televised appearances.
- Read, retell, and recreate the Thanksgiving story involving the Pilgrims and Native Americans.
- Give opportunity to make a replica of the flag.
- Introduce the Pledge of Allegiance and make time to recite it daily.
- Introduce the National Anthem as an important song of the United States.