Social Studies Curriculum
Union 61/Tantasqua Schools
PreK-Kindergarten

Theme: Living, Learning and Working Together

Students will demonstrate an understanding of the following vocabulary/concepts:	**STUDENT LEARNING OUTCOMES** *With guidance, a student will be able to:*	**ASSESSMENT STRATEGIES/ACTIVITIES** *Students will demonstrate their knowledge/skill by:*
first, next, last, used in stories (H) Use correctly words and phrases related to chronology and time *(now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs)*. (H) Use correctly the word *because* in the context of stories or personal experiences. (H) Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind,* and *in front of.* (G) Use words relating to work, such as *jobs, money, buying,* and *selling*. (E) Give examples that show the meaning of the following concepts: *authority, fairness, justice, responsibility,* and *rules*. (C)	**K.1** Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) a. Columbus Day b. Independence Day c. Martin Luther King, Jr. Day d. Presidents' Day e. Thanksgiving **K. 2** Put events in his/her own and the family's lives in temporal order. (H) **K.3** Identify his/her street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G) **K. 3.1** Tell or show what a map is and what a globe is. (G) **K. 4** Describe the location and features of places in the immediate neighborhood of the student's home or school. (G) **K. 5** Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C) **K. 6** Identify and describe family or community members who promote the welfare and safety of children and adults. (C)	*K.1 Draw and color a picture of a person who is remembered on a special holiday and a picture illustrating why they are remembered in this special way.* *K.2 Create a personal timeline* *K.4 Draw a map of the neighborhood around the school using icons to identify physical and human characteristics and public goods and services.* *K.6 Describe a community worker's job.* **SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES** *K.1, K.5 Read Alouds with in-depth discussion.* *K.2 Share family scrapbook and class pictures.* *K.4 Draw classroom, large class map children make their own with smaller parts.* *K.6 Visit local community helpers and invite them to share work experience in class.* *K.7 Read Aloud (see Appendix for suggested titles.) Create a class book of American symbols, student color pages. Daily morning ritual for patriotic songs and the Pledge.* *K.8 Do a school book (copy for each student) with key staff and school workers: students draw and/or color pictures.* *K. 10 Use school snack program to highlight difference between want and need.*

- *Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.14*
- **DISCIPLINES: H= History G= Geography E= Economics C= Civics and government**

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RELATED WEBSITES AND SOFTWARE:

Marco Polo resources; *www.marcopolo-education.org*
- Introducing the Venn Diagram in the Kindergarten Classroom
- Feelings: What Can I Do?
- Workers and Their Hats
- Community Buildings

Other related websites
- http://bensguide.gpo.gov/k-2/neighborhood/index.html
- http://bensguide.gpo.gov/k-2/government/index.html
- http://bensguide.gpo.gov/k-2/games/index.html

ADDITIONAL SUGGESTED INSTRUCTIONAL MATERIALS

Thank you , Mr. Falker by Patricia Palocco

How to Lose all Your Friends

Quiri, Patricia Ryon. The American Flag. New York: Children's Press, 1998.

Swanson, June. I Pledge Allegiance. Minneapolis, MN: Lerner Books, 1991

Rainbow Fish by Marcus Pfister

People Work by Debbie Ecker

STUDENT LEARNING OUTCOMES*

With guidance, a student will be able to:

K. 7 Demonstrate understanding that there are important American symbols by identifying

A. the American flag and its colors and shapes
B. the melody of the national anthem
C. the picture and name of the current president
D. the words of the Pledge of Allegiance. (C)

K. 8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)

K. 9 Explain why people work (e.g., to earn money in order to buy things they want). (E)

K.10 Give examples of the things that people buy with the money they earn. (E)

K. 11 Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

K.11 Create a classroom store and make shopping lists.

Visit community helpers and invite others to speak to class.

Draw freehand maps of home, classroom, school, playground, etc.

Create a class book related to topic, i.e., School Workers with picture and job description.

SUGGESTED INSTRUCTIONAL MATERIALS

Columbus Day by Christina Gardeski

The First Thanksgiving by Garnet Jackson

Let's Get Ready for Martin Luther King Jr. Day By Lloyd G. Douglas

Make Way for Ducklings by Robert McCloskey

When You Go to Kindergarten by James Howe

Your Family : from the Youngest to the Oldest By Nuria Roca

Across America, I Love You by Christine Loomis

My Town by William Wegman

The Kettles Get New Clothes by Dayle Ann Dodds

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