Kindergarten Social Studies / History  
Social Studies K

Government: Civics & Rules

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

OH Kindergarten OH: Social Studies (2012)

Government

Theme: A Childs Place in Time and Space Civic Participation and Skills

9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

Rules and Laws

10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. the purpose of rules
2. effect of choices and actions on others
3. importance of authority figures
4. importance of Constitution Day
5. civic duty

Skills

1. Summarize the significance of Constitution Day.
2. Investigate cause and effect on the purposes of having rules and how rules affect me.
3. Discuss authority figures in the home, school, and community.
4. Explore characteristics of good leaders.
5. Demonstrate ability to make choices and take responsibility for personal actions.
6. Recognize the symbols of the United States that represent democracy, values, and freedom, including the American flag and the Pledge of Allegiance.
7. Demonstrate Christian values by treating others with respect.
8. Discuss that individuals have shared responsibilities toward achievement of common goals in the home, school, and community.
9. Participate and cooperate in classroom activities.
10. Take personal responsibility to follow directions and rules.
11. Discuss the attributes and actions of a good citizen with emphasis on: trust, respect, honesty, responsibility, fairness, compassion, and self-control.
12. Describe reasons why people have authority.

Common Core/Literacy

1. With prompting and support, ask and answer questions about key details in a text.
2. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Essential Questions

1. In what ways are rules and laws important to me?
2. How do my choices affect me and others?
3. What is my civic duty as a kindergartner?
4. In what ways are authority figures important to me?
5. What characteristics make a good leader?
6. What does it mean to be a good citizen?

Additional Vocabulary

1. Constitution Day
2. rules
3. cause and effect
4. authority figures
5. characteristics
6. choices
7. responsibility
8. respect
9. civic duty

Stage 2: Assessment Evidence

Constitution Day Poster Contest

Summative: Posters

Students create a poster to reflect their knowledge of Constitution Day.

Shining Star Rules

Summative: Oral Assessment

Students share a rule and how it affects them and the choices they make.

Careful Listening

Formative: Listening Task

Students ask and answer questions about the informational text the teacher is reading to them about American symbols, rules, etc.

Stage 3: Learning Plan

Learning Experiences

1. Creative Activity. After learning about Constitution Day, students will create a poster for the Constitution Day Poster Contest. (See link)
2. Role Playing. After hearing a story, such as *Officer Buckle and Gloria* by Peggy Rathmann, students will role play rules in their class showing what happens when they follow rules and when they don't and how it affects them and their classmates.
3. Speaking and Listening. After a discussion of authority figures, invite the principal, crossing guard, school nurse, or a police officer into the classroom so students are comfortable with those authority figures, learn from them, and ask questions of them.
4. Creative Project. Students will glitter a star, then give back to teacher. Students will get their "shining star" when they share with their group a home or school rule and how it affects them whether they follow the rule or don't follow the rule.
5. Speaking and Listening. As teacher shares informational text, students ask and answer questions about what they are learning (American symbols, rules, Constitution Day).
6. Compare and Contrast. Read a fiction and nonfiction book about an American symbol, such as the Liberty Bell. Children will discuss the differences between the two books, while the teacher fills in a Venn diagram for the class. After the comparison, children can make their own Liberty Bell using paint or other medium.
7. Active Participation. Conduct a class vote to teach democracy and civic participation using some topic of interest to the children, such as what type of pet is best or what sport is the best.

Resources

* Constitution Day Poster Contest (<http://www.constitutionfacts.com/constitution-poster-design-contest>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Officer Buckle and Gloria* by Peggy Rathmann  
   *Officer Brown Keeps Neighborhoods Safe* by Alice K. Flanagan  
   *Constitution Day* (First Step Nonfiction) by Robin Nelson  
   *Constitution Day* (Celebrations in My World) by Molly Aloian  
   *Saving the Liberty Bell* by Megan McDonald  
   *The Liberty Bell* by Lloyd G. Douglas  
   *The Liberty Bell* (American Symbols) by Mary Firestone  
   *Our American Flag* (American Symbols) by Mary Firestone  
   *The White House* (American Symbols) by Mary Firestone  
   *The Bald Eagle* (Welcome Books: American Symbols) by Lloyd G. Douglas  
   *U.S. Symbols* (First Step Nonfiction) by Ann-Marie Kishel  
   *The Statue of Liberty* (Step-into-Reading, Step 2) by Lucille Recht Penner
3. **Video Resources**  
   *The Birth of The Constitution: This is America Charlie Brown* [VHS] Starring Erin Chase, Brandon Stewart, Erica Gayle
4. **Activity Packet**  
   American Symbols Crafts and Activity PacketDeanna Jump on TeachersPayTeachers.com

Resources

* Constitution Day Poster Contest (<http://www.constitutionfacts.com/constitution-poster-design-contest>)

Kindergarten Social Studies / History  
Social Studies K

History: Calendar Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

OH Kindergarten OH: Social Studies (2012)

History

Theme: A Childs Place in Time and Space Historical Thinking and Skills

1. Time can be measured.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. time
2. days
3. weeks
4. months
5. years

Skills

1. Recite days of the week.
2. Locate and name the months of the year using the calendar.
3. Measure time using the calendar.
4. Understand that time can be measured.

Common Core/Literacy

1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Speak audibly and express thoughts, feelings, and ideas clearly.
3. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
4. Continue a conversation through multiple exchanges.

Essential Questions

1. How do we measure time?
2. How do we use time in our everyday lives?
3. Why is it important to measure time?

Standards Vocabulary

1. calendar
2. days of the week
3. months of the year

Stage 2: Assessment Evidence

Calendar Skills

Formative: Oral Assessment

Listen to children as they practice reciting the days of the week and the months of the year.

Human Clock

Formative: Class Work

Create a human clock to reinforce telling time. Write the numerals 1-12 on paper plates. Arrange these on the floor to resemble a clock. Cut out two hands from construction paper. Attach one to the end of a ruler (hour hand) and one to the end of a yardstick (minute hand). Children arrange the hands on the floor to simulate the hands on a clock.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Active Participation. Sing the days of the week song. Example: sung to the tune of "Oh My Darlin'": "There are seven, there are seven, there are seven days in a week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday."
2. Active Participation. Using calendar time, show, discuss, and practice days of the week and months of the year.
3. Demonstration. Have students take turns using a pointer, such as a hand on a stick, to point to and say the days of the week or today's date. Use an interactive white board for calendar activities. See link for a resource for Smart Board users.
4. Simulation. Children can use their arms like the hands on a clock. Instruct them to extend both arms over their head. On one, they bring right arm down to the position of one on a clock. On two, they bring right arm down to position of two, and so forth as they sing.
5. Simulation. Create a human clock to reinforce telling time. Write the numerals 1-12 on paper plates. Arrange these on the floor to resemble a clock. Cut out two hands from construction paper. Attach one to the end of a ruler (hour hand) and one to the end of a yardstick (minute hand). Children arrange the hands on the floor to simulate the hands on a clock.

Resources

* Calendar Activities for Smart Boards (<http://www.jmeacham.com/calendar/calendar.smart.board.htm.>)

Resources

1. **iPad Resources**
2. **Literature Connection**  
   *The Very Hungry Caterpillar* by Eric Carle  
   *The Clock Struck One: A Time-Telling Tal*e by Trudy Harris  
   *Bats Around the Clock* by Kathi Appelt  
   *Telling Time with the Very Busy Spider* by Eric Carle  
   *Hickory Dickory Dock* by Keith Baker  
   *Clocks and More Clocks* by Pat Huchins  
   *The Grouchy Ladybug* by Eric Carle  
   *It's About Time* by Stuart J. Murphy  
   *My Grandmother's Clock* by Geraldine McCaughrean  
   *What's the Time, Mr. Wolf?* by Debi Gliori
3. **Additional Resources**  
   Listen to Dr. Jean songs for calendar skills (See link).  
   Online calendar: See link for a resource for Smart Board users.

Resources

* Calendar Activities for Smart Board (<http://www.jmeacham.com/calendar/calendar.smart.board.htm.>)

Kindergarten Social Studies / History  
Social Studies K

History: Heritage

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1b. Continue a conversation through multiple exchanges.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

OH Kindergarten OH: Social Studies (2012)

History

Theme: A Childs Place in Time and Space Historical Thinking and Skills

2. Personal history can be shared through stories and pictures.

Heritage

3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. heritage
2. various ethic and racial heritages
3. symbols and practices of our nation
4. traditions of holidays
5. acceptance and respect for diversity
6. personal history

Skills

1. Observe that heritage is reflected through the arts, customs, traditions, family celebrations, and language.
2. Participate in songs, poetry, stories, and drama that reflect the ethnic and racial heritages of the people of the United States.
3. Recognize that nations are represented by symbols and practices.
4. Identify the American Flag and recite the Pledge of Allegiance and the National Anthem.
5. Discuss the significance of state, federal and religious holidays and the traditions that identify them.
6. Demonstrate acceptance, respect for, and understanding of diverse cultures.
7. Describe one's own personal history through stories and pictures.

Common Core/Literacy

1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
3. Continue a conversation through multiple exchanges.
4. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions

1. In what wayscan we learnfrom the past and howcan it be usedto solve problemsand make decisions?
2. Why do interpretations ofthe past change over time?
3. How am Iconnected to those in the past?
4. Why is knowing my personal history importantto me?

Additional Vocabulary

1. holidays' names
2. American flag
3. Pledge of Allegiance
4. National Anthem
5. national symbols
6. tradition
7. customs
8. arts
9. personal history
10. family

Stage 2: Assessment Evidence

American Flag

Summative: Visual Arts Project

Students create an American Flag by using construction paper and white paint for stars.

National/Religious Holidays

Summative: Posters

Students make a poster of their families' traditions on a favorite national or religious holiday. Posters should include drawings and some writing.

Button Broods

Summative: Visual Arts Project

To help show that families come in all shapes and sizes, turn students loose on a button collection and ask them to find buttons that match in some way. Have students put the buttons together into families and glue them onto die-cut construction-paper houses. Then ask them to describe what makes their buttons a family (for example, the same color, number of holes, shape, or size).

Family Tree

Summative: Visual Arts Project

Children will make family trees on construction paper.

Stage 3: Learning Plan

Learning Experiences

1. Speaking and Listening. After listening to stories from other racial heritages, children will ask and answer questions.
2. Active Participation. Sing songs and poetry from other racial heritages.
3. Creative Activity. Students draw pictures and label them to show how their family might celebrate a favorite national holiday.
4. Speaking and Listening. Students state "Pledge of Allegiance" and sing "The National Anthem" daily.
5. Speaking and Listening. At each holiday, after listening to stories and doing activities about traditions associated with that holiday, children will ask and answer questions.
6. Individual Activity. Have students participate in an "All About Me" day where they bring in personal photos or drawings and put them in sequential order.
7. Individual Activity. Have students make a family collage with photographs, drawings (of their house and things their family likes to do), labels, etc.
8. Individual Activity. Read books such as *Me and My Family Tree* by Joan Sweeney, *Family* by Isabel Monk or *The Family Book* by Todd Parr. Make family trees. See link for examples.

Creative Activity: Button Broods. To help show that families come in all shapes and sizes, turn students loose on a button collection and ask them to find buttons that match in some way. Have students put the buttons together into families and glue them onto die-cut construction-paper houses. Then ask them to describe what makes their buttons a family (for example, the same color, number of holes, shape, or size).

Creative Activity: Families on Display. Near the beginning of your family unit, cover a large bulletin board with craft paper, then comb through magazines, catalogs, and discarded books to collect pictures of families of different configurations, cultures, and origins. Glue the pictures collage-style directly onto the board. Then invite children to add drawings and photos of their own families to the display. On a nearby table or book rack, place a collection of your favorite books about families.

Resources

* family Tree (<http://www.enchantedlearning.com/crafts/familytree/paper/>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Uncle Sam Old Glory: Symbols of America* by Delno C. West, Jean M. West, Christopher Manson  
   *Red, White and Blue: The Story of the American Flag* by John Herman  
   *The Flag We Love* by Pam Munoz Ryan  
   *My Dream of Martin Luther King* by Faith Ringgold  
   *Honest Abe* by Edith Kunhardt  
   *Me and My Family Tree* by Joan Sweeney  
   *Family* by Isabel Monk  
   *The Family Book* by Todd Parr  
   *The Relatives Came* by Cynthia Rylant  
   *A House Is a House for Me* by Mary Ann Hoberman  
   *Grandpa Loved* by Josephine Nobisso  
   *The Button Box* by Margarette S. Reid  
   *Do I Have a Daddy? A Story about a Single-Parent Child* by Jeanne Warren  
   *Grandmother's Adobe Dollhouse* by Mary Lou M. Smith

Resources

* Family Tree (<http://www.enchantedlearning.com/crafts/familytree/paper/>)

Kindergarten Social Studies / History  
Social Studies K

Geography: Map Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Speaking and Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

OH Kindergarten OH: Social Studies (2012)

Geography

Theme: A Childs Place in Time and Space Spatial Thinking and Skills

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

6. Models and maps represent places.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. relative location of familiar places
2. terms related to location, direction and distance
3. terms related to symbols and landmarks
4. models and maps representing places
5. home address, including the city and state

Skills

1. Apply concepts of terms related to location, direction and distance, as well as symbols and landmarks, to locate familiar places: up/down, over/under, here/there, front/back, behind/in front of.
2. Use cardinal directions for local buildings, parks, and churches.
3. Collect and display models and maps in order to show they represent places.
4. Make models and maps to represent real places including the classroom, the school, and surrounding neighborhood.
5. Distinguish between land and water on maps and globes.
6. Locate the state of Ohio on a map of the United States.
7. Locate the United States on a world map.
8. Recite home address, including city.

Common Core/Literacy

1. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
2. Add drawings or other visual displays to descriptions as desired to provide additional detail.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Essential Questions

1. How do maps and globes help us understand the world?
2. In what ways can we use maps and globes?
3. In what way can landmarks help me?

Additional Vocabulary

1. location
2. direction
3. distance
4. symbols
5. landmarks
6. cardinal direction
7. models
8. maps
9. globe
10. Ohio
11. United States
12. address

Stage 2: Assessment Evidence

Student Address

Formative: Oral Assessment

Students learn what their address is by reciting it.

Map Skills

Summative: Performance

Giving the student a map and a globe, students will point to water/land/United States/Ohio.

Map Construction

Formative: Visual Arts Project

Children will construct a map using green and blue construction paper to represent the water and land. Children can also add other representations to the map such as trees, houses, streets, etc. Children will label their map.

Classroom Map

Formative: Project

In groups, children will create a model of the classroom using construction paper shapes to represent desks, chairs, shelves, etc. They will also label their models.

Stage 3: Learning Plan

Learning Experiences

1. Active Participation. Children will take a walking field trip around the school to utilize directional words, such as up/down, here/there, over/under, etc..
2. Active Participation. Children will practice cardinal directions to the tune of "Head, shoulders, knees and toes." Sing: North (hands up) South (hands down) East and West (right/left). Make sure East/West movement is correctly aligned with right/left.
3. Cooperative Learning. In groups, children will create a model of the classroom using construction paper shapes to represent desks, chairs, shelves, etc. They will also label their models.
4. Creative Activity. Children will construct a map using green and blue construction paper to represent the water and land. Children can also add other representations to the map such as trees, houses, streets, etc. Children will label their map.
5. Speaking and Listening. After children listen to a story such as *Me on the Map,* they can locate where they live on a map. Children will also practice asking and answering questions throughout the book while locating where they live on the map.
6. Creative Activity. After children learn what their address is, they can decorate a postcard to send to their house.
7. Active Participation. Create a treasure map for the children. Use visuals and directional words to lead them to a small prize in the classroom or school building. Children will use their map skills to find the treasure.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Me on the Map* by Joan Sweeney  
   *The Earth is Mostly Ocean* by Allan Fowler  
   *National Geographic Our World: A Child's First Picture Atlas* by National Geographic Society  
   *Maps and Globes (Reading Rainbow Book)* by Jack Knowlton  
   *Follow That Map! A First Book of Mapping Skills* by Scot Richie  
   *Mapping Penny's World* by Loreen Leedy  
   *Beginner's World Atlas: A First Atlas for Beginning Explorers* by National Geographic  
   *The Scrambled States of America* by Laurie Keller  
   *As the Crow Flies: A First Book of Maps* by Gail Hartman  
   *Toot and Puddle* by Holly Hobbie  
   *Where Is My Continent* (First Step Nonfiction) by Robin Nelson  
   *Where Do I Live?* by Neil Chesanow  
   *Where Is My Country?* (First Step Nonfiction) by Robin Nelson  
   *Where Is My State?* (First Step Nonfiction) By Robin Nelson  
   *Where Is My Town?* (First Step Nonfiction) by Robin Nelson

Resources

* Online Map Game (<http://education.nationalgeographic.com/education/media/geogames/?ar_a=1>)

Kindergarten Social Studies / History  
Social Studies K

Geography: Our Place on Earth

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: Literature

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

OH Kindergarten OH: Social Studies (2012)

Geography

Human Systems

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

8. Individuals are unique but share common characteristics of multiple groups.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. food, clothing, and shelter
2. natural resources
3. cultural similarities and differences among individuals
4. cultures around the world
5. physical environment
6. holidays
7. customs
8. traditions

Skills

1. Recognize that humans depend on and impact the physical environment in order to supply food, clothing and shelter.
2. Recognize and compare natural resources that are used in students' daily lives.
3. Compare and contrast how people are unique yet similar to people of other cultures.
4. Differentiate various cultures through the study of the holidays, customs and traditions using language, stories, folktales, music, and art.
5. Recognize that people worldwide depend on others and the environment.

Common Core/Literacy

1. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
2. Add drawings or other visual displays to descriptions as desired to provide additional detail.
3. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
4. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
5. Continue a conversation through multiple exchanges.
6. Speak audibly and express thoughts, feelings, and ideas clearly.
7. With prompting and support, identify characters, settings, and major events in a story.

Essential Questions

1. What is my role as a steward of the Earth?
2. How can I make an impact on my physical environment?
3. How am I alike and different from other children my age in our world?
4. In what ways does the physical environment affect how I live?

Additional Vocabulary

1. physical environment
2. natural resources
3. shelter
4. unique
5. characteristics
6. cultures
7. customs
8. traditions
9. folktales

Stage 2: Assessment Evidence

Natural Resources Field Trip

Formative: Visual Arts Project

Children will create drawings of natural resources and label their illustrations, spelling the words phonetically.

Cultural Paper Doll

Formative: Visual Arts Project

Students will create a paper doll that represents a child from another culture.

Stage 3: Learning Plan

Learning Experiences

1. Active Participation. The class will take a walking field trip outside with clipboards and paper. Children will draw pictures of natural resources and label their pictures, spelling the words phonetically. The class will then discuss what our world would be like without these natural resources.
2. Discussion. Children will listen to the teacher read *The Lorax* by Dr. Seuss. Children will make a Lorax mustache and discuss the characters, settings, and major events in *The Lorax.*
3. Demonstration. Children will make prints of their thumbs on paper with ink. Children will view each other's fingerprints with magnifying glass to see how we may look alike but our fingerprints are different.
4. Creative Activity. Students will illustrate a child from another culture on a paper doll cutout. Link all the paper dolls together holding hands onto a bulletin board with the title: "We Are All Children of God."
5. Active Participation. After the teacher sends home a letter asking parents to write their child's name and their ethnicity onto a colored index card, the children, with teacher assistance, will find their country of origin on the world map and pin their index card to the country on the map.
6. Active Participation. The children will begin a recycling project with the class or assist the school in an ongoing recycling effort. Children can take responsibility for recycling paper, bottles, and cans. See Links for ideas on this experience.
7. Creative Activity. Using the ideas on the Pinterest site (See link), children will create an art project using recycled materials to understand the importance of reusing and recycling. Or children can create their own art idea given a variety of recycled containers, tubes, magazines, etc.

Resources

* Natural Resources ([www.neok12.com/Natural-Resources.html.](http://www.neok12.com/Natural-Resources.html.))

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *The Lorax* by Dr. Seuss  
   *I'm Like You, You're Like Me* by Cindy Gainer  
   *Common Ground: The Water, Earth, and Air We Share* by Molly Garrett Bang  
   *The Great Trash Bash* by Loreen Leedy  
   *Our Living Forest* by Allan Fowler  
   *Recycle! A Handbook for Kids* by Gail Gibbons  
   *A to Zen: A Book of Japanese Culture* by Ruth Wells and Yoshi  
   *Children of the World: How We Live, Learn and Play* by Anthony Asael, Stephanie Rabemiafara and Ann M. Veneman  
   *We're Different, We're the Same (Sesame Street)* by Bobbi Kates  
   *What If Everybody Did That?* by Colleen M. Madden  
   *Michael Recycle* by Ellie Bethel  
   *Here Comes the Garbage Barge* by Jonah Winter  
   *Where Does the Garbage Go?* by Paul Showers  
   *Choose to Reuse* by Lisa Bullard

Resources

* Identifying Natural Resources ([www.neok12.com/Natural-Resources.html.](http://www.neok12.com/Natural-Resources.html.))

Kindergarten Social Studies / History  
Social Studies K

Economics Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

OH Kindergarten OH: Social Studies (2012)

Economics

Theme: A Childs Place in Time and Space Scarcity

11. People have many wants and make decisions to satisfy those wants. These decisions impact others.

Production and Consumption

12. Goods are objects that can satisfy peoples wants. Services are actions that can satisfy peoples wants.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. reasons we have money
2. wants and needs
3. spending choices
4. goods and services
5. production of goods and services

Skills

1. Connect earning money to spending money.
2. Understand the difference between wants and needs.
3. Explain how people make decisions to satisfy their wants.
4. Understand that goods are objects and services are actions.
5. Describe resources needed to produce a familiar good or service.
6. Differentiate goods or services that satisfy a need or a want.
7. Describe how wants are different from needs.
8. Explain how choices affect others.

Common Core/Literacy

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
2. Continue a conversation through multiple exchanges.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions

1. How do we use money?
2. How do we make choices about spending money?
3. In what ways do I use goods and services in my daily life?
4. How should I make decisions based on wants and needs?
5. How do my choices affect others?

Additional Vocabulary

1. money
2. wants
3. needs
4. spending
5. choices
6. decisions
7. goods
8. services
9. resources
10. production
11. actions
12. economics
13. scarcity
14. consumption
15. markets
16. financial literacy

Stage 2: Assessment Evidence

Wants and Needs Chart

Formative: Graphic Organizer

Each child will place a picture of a want or a need in the appropriate place on the chart.

Market Response

Formative: Reflective Writing

After participating in the market activity, children will write/draw what they did and saw at the event.

Career Connection

Summative: Research Project

In pairs or small groups, students will research various careers in economics. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Problem Solving. Children will earn classroom paper money for doing jobs in the classroom. They will be able to use that money to buy items in a classroom store. Children will be able to decide if they want to purchase small items for less money or save and purchase larger, more expensive items.
2. Active Participation. Sing the song "Earning Money" to the tune of "If You're Happy and You Know It."  
   If you want to earn some money, do some work. (clap, clap) If you want to earn some money, do some work (clap, clap). If you want to earn some money, do something for some body. If you want to earn some money, do some work (clap, clap).
3. Graphic Organizer. Children will use a wants and needs chart to differentiate pictures of various wants and needs. Children will choose a card with an item on it and place it on the chart in the proper column.
4. Discussion. Create a scenario in which a family is making a decision about making a purchase. The class will discuss the options for the family, for example: buy it, save for it, buy it later, or do not buy it at all. They will explain reasons for their answers.
5. Active Participation. Children will sing the song "Goods and Services" to the tune of "I'm A Little Teapot":  
   A good is something you can touch.  
   It can cost a lot or not very much.  
   A bike is a good and so is a toy.  
   Goods are things we can buy and enjoy!  
   A service is a job someone does for me.  
   Sometimes I have to pay, and sometimes it's free.  
   Doctors and dentists are there to help me.  
   They provide services in my community.  
   Goods and services are things I want and need.  
   They help make sure our community succeeds.  
   When you grow up and have a job to do,  
   You'll provide goods and services too!
6. Hands-on Activity. Children will participate in a market. They will bring wares from home that they would like to sell, such as baked goods, homemade jewelry, or toys they no longer play with. They will decide how to price the items, when to sell them, and how to advertise the market to the other students in the school. After the market the class will discuss the economic principles they saw in action. Students also get to write about the marketplace. Students go to their seats with a piece of paper and draw a picture of the market and write down what they did and saw. In the days following a market, students count their money and figure out their profits. When counting money, students sort the bills by ones, fives, tens and twenties. With assistance they count how much money they made and graph the results on a chart. This process helps students to count by ones and to skip count by fives and tens. After all of the profit results are gathered and plotted on the chart, students take turns making comments about the graph. They explain how much money they made compared to others. Students can use this information to determine which items were good sellers at the market and which items were not.
7. Research Project. In pairs or small groups, students will research various careers in economics. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

Resources

1. **iPad resources**
2. **Literature Connections**  
   *If You Give a Pig a Pancake* by Laura Numeroff  
   *Just Shopping with Mom* by Mercer Mayer  
   *The Doorbell Rang* by Pat Hutchins  
   *Bear Wants More* by Karma Wilson and Jane Chapman  
   *Arthur's Pet Business* by Marc Brown  
   *Goods and Services* by Gillian Houghton  
   *What is Money?* by Mary Firestone  
   *The Go Around Dollar* by Barbara Johnston Adams  
   *The Big Buck Adventure* by Barbara Tobola  
   *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst  
   *A Chair for My Mother* by Vera Williams  
   *Uncle Jed's Barbershop* by Margaree King Mitchell  
   *Sam and the Lucky Money* by Karen Chinn  
   *The Berenstain Bears' Trouble with Money* by Jan and Stan Berenstain

Resources