

## Grade K Social Studies Curriculum Guide: Civics & Government (K)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>• Governments have a purpose.</li> <li>• Citizens have a role in government</li> <li>• Structure of government affects lives of citizens</li> <li>• Structures of a government can change.</li> </ul>			
<p><b><u>Content Standards</u></b>                  Students will understand:  <b>A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION:</b>                  Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.</p>	<p><b>B. PUROSE AND TYPES OF GOVERNMENT:</b>                  Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p>	<p><b>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS:</b>                  Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p>	<p><b>D. INTERNATIONAL RELATIONS:</b> Students will understand the political relationships among the United States and other nations.</p>
<p><b><u>Performance Indicators</u></b>                  Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Identify and practice classroom rights and responsibilities.</li> </ul> <p>THEME:</p> <ul style="list-style-type: none"> <li>• Me/My Friends and School</li> </ul>	<p><b><u>Performance Indicators</u></b>                  Student will be able to:</p> <p>Understand that all nations have governments</p>	<p><b><u>Performance Indicators</u></b>                  Student will be able to:</p> <p>Understand that the United States has a constitution.</p>	<p><b><u>Performance Indicators</u></b>                  Student will be able to:</p> <p>Recognize that there are other nations with different traditions and practices.</p>

<b><u>Knowledge/Skills</u></b> ♦	<b><u>Knowledge/Skills</u></b> ♦ ♦	<b><u>Knowledge/Skills</u></b> ♦	<b><u>Knowledge/Skills</u></b> ♦
<b><u>Assessment</u></b> ♦	<b><u>Assessment</u></b> ♦ ♦ ♦	<b><u>Assessment</u></b> ♦ ♦ ♦	<b><u>Assessment</u></b> ♦ ♦ ♦
<b><u>Resources</u></b> ♦ <u>Conflict Resolution</u> ♦ <u>First Six Weeks- Responsive Classroom</u> ♦ <u>Teaching Children to Care</u> ♦ <u>Time for Kids/Weekly News</u> – Scholastic News/Weekly Reader ♦ Variety of fiction and nonfiction literature	<b><u>Resources</u></b>	<b><u>Resources</u></b>	<b><u>Resources</u></b>
<b><u>Instructional Strategies</u></b> ♦ Involve children in decision-making re: classroom rules. ♦ “Fire Drill” Activity (TE p.38) ♦ Activity “Be a Safety Star” (TE pg.84)	<b><u>Instructional Strategies</u></b>	<b><u>Instructional Strategies</u></b>	<b><u>Instructional Strategies</u></b>

## Grade K Social Studies Curriculum Guide: History (K)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>• Studying the past helps explain the present.</li> <li>• History is viewed through different perspectives</li> <li>• Relationships between people and events shape history</li> </ul>		
<p><b><u>Content Standards</u></b> Students will understand:</p> <p><b>A. CHRONOLOGY:</b> Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</p>	<p><b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS:</b> Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p>	<p><b>C. HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION:</b> Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgements about perspectives of the authors and their credibility when interpreting current historical events.</p>
<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Place individual and family experiences in historical time and place</li> <li>♦ Distinguish similarities and differences among historical events.</li> </ul> <p>THEME:</p> <ul style="list-style-type: none"> <li>• ME/My Friends and School</li> <li>• American Traditions and Holidays</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other.</li> <li>♦ Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.</li> </ul> <p>THEME:</p> <ul style="list-style-type: none"> <li>• Me/My Friends and School</li> <li>• American Traditions and Holidays</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Use artifacts and documents to gather information about the past.</li> </ul> <p>THEME:</p> <ul style="list-style-type: none"> <li>• Me/My Friends and School</li> <li>• American Traditions and Holidays</li> </ul>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ American traditions and holidays</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p>
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ <u>Weekly News</u></li> <li>♦ Various literature – theme related resources – Traditions and Holidays</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ <u>Weekly News</u></li> <li>♦ Various literature – theme related resources – Traditions and Holidays</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ <u>Weekly News</u></li> <li>♦ Various literature – theme related resources – Traditions and Holidays</li> <li>♦ Maps, globes, geographic tools</li> </ul>
<p><b><u>Instructional Strategies</u></b></p>	<p><b><u>Instructional Strategies</u></b></p>	<p><b><u>Instructional Strategies</u></b></p>

<ul style="list-style-type: none"> <li>• Make a personal timeline</li> <li>• Establish a historical timeline in the classroom</li> <li>• Activity “W all change Timeline” (TE pg. 130)</li> <li>• Activity “Who was Pocahontas?” (TE pg. 258)</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical fiction to compare people/events from different eras.</li> <li>• Visit historical sites.</li> <li>• Activity “Happy Thanksgiving!” (TE pg.266)</li> <li>• Invite older person to talk to class about changing time.</li> <li>• Activity “Travel Now and Then” (TE pg. 316)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Gather historical artifacts and documents for classroom use.</li> <li>♦ Activity “My How You’ve Changed!” (TE pg. 127)</li> <li>♦ Activity “Travel Changes” (TE pg. 274)</li> <li>♦ Books: <u>Alice Ramsey’s Grand Adventure</u> and <u>Wagon Wheels</u></li> </ul>
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## Grade K Social Studies Curriculum Guide: Geography (K)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>The use of geographic tools helps us understand people, places, and resources</li> <li>People affect world geography and vice versa</li> </ul>	
<p><b>A. SKILLS AND TOOLS:</b> Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</p>	<p><b>B. HUMAN INTERACTION WITH ENVIRONMENTS:</b> Students will understand and analyze the relationships among people and their physical environment.</p>
<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>Use and construct maps and other visuals to describe geographic location, direction, size, and shape.</li> </ul>	<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>Describe the human and physical characteristics of the immediate environment.</li> </ul>
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>Assessment</b></p>	<p><b>Assessment</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Weekly News</li> <li>Community theme literature and resources</li> <li>Maps, globes – tools – resources for each mapping</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Weekly News</li> <li>Community theme literature and resources</li> <li>Maps, globes – tools – resources for each mapping</li> </ul>
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Provide a variety of maps for class to use (e.g., treasure maps, road maps, topographical map, etc)</li> <li>Provide map puzzles.</li> <li>Activity “Place Mat Maps” (TE PG. 31)</li> <li>Activity “Classroom Objects Map” (TE pg. 34)</li> <li>Activity “What Can Maps Show?: Mapping Penny’s Word” (TE Pg. 76)</li> <li>Activity “Treasure Hunt” (TE pg. 212)</li> </ul>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Activity “A Forest of Trees” (TE pg. 193)</li> <li>Activity “Home on the Range” (TE pg. 200)</li> <li>Activity “Story Hour: The Mountain that Loved a Bird” (TE pg. 204)</li> <li>Activity “Poetry Fun” (TE pg. 208)</li> </ul>

## Grade K Social Studies Curriculum Guide: Economics (K)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>All societies need an economic system to exist and can change over time</li> <li>Economics affects individuals and society</li> <li>Economic systems are influenced by technology, geography, history, culture and international relations</li> <li>There are basic principles common to all economic systems.</li> </ul>			
<p><b>A. PERSONAL AND CONSUMER ECONOMICS:</b> Students will understand that economic decisions are based on the</p>	<p><b>B. ECONOMIC SYSTEMS OF THE UNITED STATES:</b> Students will understand the economic system of</p>	<p><b>C. COMPARATIVE SYSTEMS:</b> Students will analyze how different economic systems function and</p>	<p><b>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENC E:</b> Students will</p>

availability of resources and the costs and benefits of choices.	the united States, including its principles, development, and institutions.	change over time.	understand the patterns and results of international trade.
<b><u>Performance Indicators</u></b> Student will be able to: ♦ Identify goods and services, giving examples.	<b><u>Performance Indicators</u></b> Student will be able to: ♦ Explain the terms consumer and product.	<b><u>Performance Indicators</u></b> Student will be able to:	<b><u>Performance Indicators</u></b> Student will be able to: Explain where products come from and how we use them.
<b><u>Knowledge/Skills</u></b> ♦ ♦	<b><u>Knowledge/Skills</u></b> ♦ ♦	<b><u>Knowledge/Skills</u></b> ♦	<b><u>Knowledge/Skills</u></b> ♦
<b><u>Assessment</u></b> ♦	<b><u>Assessment</u></b> ♦	<b><u>Assessment</u></b> ♦	<b><u>Assessment</u></b> ♦
<b><u>Resources</u></b> ♦ ♦	<b><u>Resources</u></b>	<b><u>Resources</u></b>	<b><u>Resources</u></b>
<b><u>Instructional Strategies</u></b> ♦ Give students opportunities to observe the economy in action (e.g., field trips to a business) ♦ Use children’s literature that illustrates economic concepts ( <u>Frederick the Mouse</u> , <u>Charlie needs a Cloak</u> ) ♦ Provide students with opportunity to participate in a model economy (e.g., school store, classroom token system) ♦ Activity “Stores Galore” (TE 138) ♦ Activity “Goods from A to Z” (TE pg. 142)	<b><u>Instructional Strategies</u></b> •	<b><u>Instructional Strategies</u></b> •	<b><u>Instructional Strategies</u></b> •