

LESA
Social Studies Curriculum
2010

1. Strand: Civics/Government

A. Standard: Civic Ideals and Practices (Students will understand the ideals, principles, and practices of a democratic society as contrasted with non-democratic societies in order to engage in informed, responsible, and active civic participation in today's world.)

NCSS

The student will know:

1. the basic democratic principles of a group (e.g. cooperating with others in small groups, taking turns, and respecting the reason for rules and laws).

IL 14A

MO SS 1Aa & 2Ab

2. that rules and laws provide safety and fairness in the home and community.

IL 14A

MO SS 1A

3. election processes and responsibilities of group members.

IL 14C

MO SS 2A & 2Ca

4. the symbols of our nation.

IL 14C

MO SS 1D

The student will be able to:

1a. recognize and respect rules.

1b. demonstrate how to resolve problems.

1c. explain the consequences of not following rules.

2a. demonstrate knowledge of how rules keep us safe (e.g. walking in the school, obey traffic signals).

2b. define the Constitution as a set of laws written many years ago for running the United States.

3. participate in voting as a way of making classroom choices based on the concept of majority rules.

4a. identify the flag as a symbol of our nation.

4b. recite the Pledge of Allegiance.

Suggested Activities

1a. Describe classroom and family rules to a classmate.

1b. Role play conflict resolution.

2a. Play red light, green light.

2b. Visit the fire station to talk with workers who keep us safe.

2c. Discuss ways to practice fairness in the classroom, encouraging children to listen to one another's opinions.

3. Vote on snack for the day.

4. Make an American flag in the art center.

Suggested Resources

MacMillan/McGraw-Hill, *Friends and Neighbors*, Teacher's guide, Copyright 2005

Local police department and fire station
Neighborhood street signs

Veteran's organization

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B. Standard: Power, Authority, Governance (Students will understand the historical and current foundations, principles, processes, and institutions associated with systems of government in the U.S. and other parts of the world as essential in developing civic competence in today's world.)

NCSS

The student will know:

1. the role and influence of members of a group.

IL 14D
MO SS 4

2. the role of authority figures in the home, school, and community (e.g. parents, teachers, principal, elected leaders).

IL 14 D
MO SS 1B

The student will be able to:

1. demonstrate how to work together for the common good.

2. identify, respect, and obey those in roles of authority.

Suggested Activities

1. Engage in cooperative learning in centers (e.g. blocks, art, drama).

2. Take a school field trip to meet staff (e.g. librarian, lunch room workers, secretary).

Suggested Resources

MacMillan/McGraw-Hill, *Friends and Neighbors*, Teacher's guide, Copyright 2005

"The 10 Commandments"
TIME for Kids current events magazine
Weekly Reader

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2. Strand: History

A. Standard: Time, Continuity, and Change (Students will understand the importance of historical knowledge of the U.S. and the world as an influence on the present and as a guide to making informed decisions for the future.)

NCSS

The student will know:

1. that history is a story or record of the past.
IL 16A
MO SS 2

2. that events happen in a certain order.
IL 16A
MO SS 2

3. that learning about the past helps us see how things have changed over time.
IL 16A&B
MO SS 2

The student will be able to:

1. recall events from their lives from the past and in the present.

2a. place a series of events that occurred during their lifetime in chronological order.
2b. read a calendar.
2c. identify yesterday, today, and tomorrow.
2d. identify the changing of the seasons.

3a. identify how machines and inventions change how people do things.
3b. describe how life might be different without modern machines and inventions.

Suggested Activities

1a. Give examples of events that occurred in the past and present, then and now. Ask the children to tell which events are past and which are present.
1b. Ask children to share baby pictures and current pictures of themselves and to describe the changes over time.

2a. Put sequence cards in order.
2b. Update the calendar daily.
2c. Read a story and ask the children to identify the beginning, middle, and end.

3a. Visit local historical landmarks.
3b. Play with toys from the past (e.g. yo-yo's, tops, play hopscotch, Lincoln logs).

Suggested Resources

Parents and Grandparents

www.Starfall.com

Local historical societies

Grade level: Kindergarten

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B. Standard: Historical Roots and Today's Challenge (Students will understand important individuals, traditions, documents, dates, and turning points in U.S. and world history and their influence in today's world).
NCSS

The student will know:

1. that holidays are special events celebrated by groups of people and communities.

IL 16B

MO SS 2&6

2. historical figures that have helped to shape our country (e.g. Abraham Lincoln, George Washington, Martin Luther King, Jr.).

IL 16A

MO SS 2&6

The student will be able to:

1. identify and describe holidays celebrated in the local community.

2. tell how these figures have helped the United States grow and change.

Suggested Activities

1. Celebrate local holidays.

2. Children read picture books about historical figures.

Suggested Resources

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3. Strand: Geography

A. Standard: People, Places, and Environments (Students will understand the relationships among people, places, and environments to develop spatial views and perspectives of the world.)

NCSS

The student will know:

1. that maps and globes are geographic tools.
IL 17A&B
MO SS 5A

2. the concept of homes and neighborhoods.
IL 17A&B
MO SS 6

3. physical characteristics of Earth.
IL 17A&B
MO SS 5C

The student will be able to:

1a. read and interpret a map of a familiar area (e.g. classroom, school, neighborhood).
1b. Identify the globe as a model of Earth.
1c. demonstrate the meaning of positional words that identify relative location (e.g. above, below, left, right).

2a. identify the neighborhood as a place where groups of people live, work, and play together.
2b. identify types of homes.

3. identify mountains, oceans, and rivers.

Suggested Activities

1a. Draw a simple map.
1b. Explore globes in centers and describe various features.

2a. Describe how neighbors help each other.
2b. Each child recites his/her address.

3. Work together to create clay land and water models.

Suggested Resources

Googleearth.com
Maps and globes
kidsgeo.com

Honk! Honk! A Story of Migration
by Mick Manning & Brita Granstrom

Grade level: Kindergarten

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B. Standard: Geographic Roots and Today's Challenges (Students will understand important geographic factors and changes over time in the United States and other parts of the world and their influence in today's world).

NCSS

The student will know:

1. how the city and country are alike and different.

IL 17C

MO SS 5C

2. factors that influence human movement and settlement.

IL 17C

MO SS 5

The student will be able to:

1. list features found in the city and features found in the country.

2a. identify different methods of transportation.

2b. identify reasons for settlement in a specific place.

Suggested Activities

1. Create a city/country mural.

2a. Take a trip on public transportation.

2b. Students create their own vehicle from recycled materials.

2c. Graph ways children get to school.

Suggested Resources

"Old MacDonald had a farm"

City Mouse and Country Mouse

retold by Rozanne Lanczak

Williams

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4. Strand: Economics

A. Standard: Production, Distribution, and Consumption (Students will understand that scarcity causes societies in different time periods and in different areas of the world to make choices about how the economic system will function.)

NCSS

The student will know:

1. that there are different kinds of jobs that create goods and/or services.

IL 15A
MO SS 4Aa&b

2. that people exchange money for goods and services.

IL 15D
MO SS 4Aa&b

3. that scarcity necessitates choices.

IL 15B&C
MO SS 4

The student will be able to:

1a. identify products made by humans, machines, or found in nature.

1b. identify examples of goods and services.

1c. identify community workers and the services they provide.

2. describe the use of trade or money in obtaining goods and services.

3a. define scarcity.

3b. give examples of how we must make choices when faced with scarcity.

3c. Identify limitations in resources.

Suggested Activities

1a. Students role play various jobs using the drama center set up as post office or doctor's office.

1b. Assign classroom jobs.

1c. Sort pictures of products made by humans, machines, or nature and arrange on a graphic organizer.

2. Using a store in drama center, students role play being a merchant and being a customer.

3a. Brainstorm what to do when we run out of snacks.

3b. Practice recycling in the classroom.

3c. Explain choices families make when they shop for food.

Suggested Resources

Parent jobs

Junior Achievement program

The Doorbell Rang by Pat Hutchins

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B. Standard: Economic Roots and Today's Challenges (Students will understand important economic factors and changes over time in the United States and other parts of the world and their influences in today's world).

NCSS

The student will know:

1. that everyone has needs and wants.

IL 15B

MO SS 4Aa&b

2. how basic needs for food, clothing, and a place to live can be met.

IL 15C.1.a

MO SS 4

3 that goods and services have changed over time.

IL 15A.1

MO 1.9

The student will be able to:

1. distinguish the difference between needs and wants.

2. explain that things we need are either made or grown.

3. describe examples of goods and services.

Suggested Activities

1. Sort pictures of needs and wants.

2. Make butter to show how it comes from cream which comes from a cow.

3. Children will sort pictures of goods and services from the past and in the present time and describe changes.

Suggested Resources

Money, Money, Honey Bunny by Marilyn Sadler

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5. Strand: Social, Cultural, and Global Connections

A. Standard: Roles, Responsibilities, and Connections (Students will understand the importance of the multiple roles that people assume as individuals, members of families and groups, nations, cultures, and the global community).

NCSS

The student will know:

1. what it means to be a friend.
IL 18B
MO SS 6

2. that a family is a group of people who help and care for one another.
IL 18B
MO SS 6

The student will be able to:

1a. demonstrate qualities of friendship (e.g. sharing, doing things with one another).
1b. identify and describe similarities and differences among people.
1c. recognize the unique talents in other individuals.

2a. identify roles and responsibilities within their own family.
2b. recognize that families vary in size and composition.

Suggested Activities

1a. Student of the week shares facts about themselves.
1b. Draw self-portraits and discuss ways they are alike and different.

2a. Share family photos.
2b. Students role play being a family in the drama center.

Suggested Resources

Stellaluna by Janell Cannon
Scholastic.com

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B. Standard: Roots and Today's Challenges of Unity and Diversity (Students will understand how groups, cultures, and nations have promoted differences as well as forged local and global connections historically and in today's world.)

NCSS

The student will know:

1. that traditions are special ways of doing something that are passed down over time (e.g. eating special foods or lighting candles).
IL 18A&C
MO SS 6

2. how to work together to resolve conflict.

The student will be able to:

1a. identify family traditions.
1b. explain ways different families celebrate special events.

2. describe conflict resolving techniques (e.g. taking turns, agreeing to 'majority rules,' using words, not physical aggression).

Suggested Activities

1a. Invite parents or grandparents to talk about their family traditions.
1b. Sample traditional foods of classroom families.

2. Using puppets, children act out a conflict and resolve it positively.

Suggested Resources

Families (e.g. parents and grandparents)

Puppets

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6. Strand: Literacy, Inquiry, and Technology Applications

A. Standard: Literacy (Students will understand how to read social studies material with comprehension and write and speak about social studies topics and issues with clarity and a view to solving problems.)

NCSS

The student will know:

1. that we read and listen to gain information.

IL 4A

IL 1B

MO SS 7

2. that writing and drawing are ways of sharing information.

IL 3C

MO SS 7

3. that there is vocabulary unique to Social Studies.

IL 4B

MO SS 7

4. that every story has one important idea.

IL 1B

IL 2A

MO 1.5

5. that there is a variety of literature.

IL 2B

MO 1.5

The student will be able to:

1. retell events and information.

2. use writing and/or pictures to record information.

3. use new words connected to social studies discussions correctly.

4. identify the main idea of a story.

5. distinguish between fiction and nonfiction.

Suggested Activities

1. Students share information about their favorite part of a story in small groups.

2. Students record classroom events (e.g. time line, memory book, diary).

3. Make a classroom picture dictionary of social studies words.

4. Listen to a story and tell the main idea.

5. Sort classroom library books into fiction and nonfiction categories.

Suggested Resources

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B. Standard: Inquiry (Students will understand how to work independently or in a group to research a social studies topic in multiple sources, from different perspectives, and summarize, interpret, and present findings.)

NCSS

The student will know:

1. that there are tools used to gather information, ask questions, and explain concepts.

MO SS 7A

MO 1.1

2. that graphs and charts can be used to present information.

MO 1.8

The student will be able to:

1a. use a map of a familiar area (e.g. classroom, house, city).

1b. use a globe as a model of the earth.

2a. make and interpret a graph to present findings.

2b. make a chart to show information.

Suggested Activities

1. Make a map showing the route from the classroom to another location in the school.

2. Distinguish between land and water on a globe.

1. Create a graph of boys and girls in the classroom.

2. Create a picture chart of classroom needs and wants.

Suggested Resources

kidsgeo.com

C. Standard: Technology Applications (Students will understand how to work independently or in a group to use technology to research and present a social studies topic.)

NCSS

The student will know:

1. that technology is a useful tool for research.

MO SS 7

MO 1.4

MO 2.7

The student will be able to:

1. acquire beginning computer skills.

Suggested Activities

1a. Introduce the Internet during computer lab.

1b. Practice computer skills (e.g. mouse control, open and close windows, keyboarding skills).

Suggested Resources

cybersmartcurriculum.org

jcplayzone.com

pbskids.com

starfall.com

enchantedlearning.com

readingAtoZ.com

Unitedstreaming.com