

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. that rules and procedures exist in order to work together in a group.
IL 14A.A.3
MO 4.6

2. that rules are made to ensure safety and maintain order and, that if broken, a consequence will occur.
IL 14A.A.4
MO 4.7

3. how to resolve conflicts in a fair manner.
IL 14A.A.5
MO 3.3 & 6

The student will be able to:

1. work together cooperatively with other students abiding by rules for such work.

2a. explain the consequences for breaking rules.
2b. describe measures of safety associated with rules (e.g. using playground properly).

3. fairly resolve a conflict among each other.

Suggested Activities

1. Children play board games or group games together.

2a. Role play a child breaking a rule and demonstrate the consequence.
2b. Daily practice following safety and classroom rules.

3. Role play a disagreement and discuss different ways to solve it in a positive way.

Suggested Resources

Know and Follow Rules by Cheri J. Meiners

Officer Buckle and Gloria by Peggy Rathmann

Second Step Curriculum
When Sophie Gets Angry-Really, Really Angry... by Molly Bang
We Can Get Along: A Child's Book About Choices by Lauren Murphy Payne
Teaching Conflict Resolution Through Children's Literacy by William J. Kreidler
Ready-to-Use Conflict-Resolution Activities for Elementary Students by Beth Teolis

Grade level: Prekindergarten

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The student will know:

4. how to recognize the symbols of the United States including the flag and Pledge of Allegiance.

IL 14F.A.4 & 6

5. how to describe and participate in the voting process.

IL 14C.A.3

MO 4.6

The student will be able to:

4. recite the Pledge of Allegiance and identify the United States flag.

5a. lead a class vote over something they would like to do.

5b. describe a situation where and why voting is held.

Suggested Activities

4a. Memorize and practice saying the Pledge of Allegiance every day.

4b. Make the United States flag.

5. Have a class vote on a classroom decision using the majority rules principal.

Suggested Resources

United States Flag

A Poster of the Pledge of Allegiance Words

The Pledge of Allegiance

Scholastic

The Flag We Love by Pam Munoz

Ryan

I Pledge Allegiance by June

Swanson

www.pbs.org

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. who the authority figures are in their home, school, and community (e.g. guardians, parents, principal, teachers, police).

IL 14B.A.1

The student will be able to:

1. name the people in charge in their home, school, and community.

Suggested Activities

1a. Bring in materials about community leaders.

1b. Invite the principal to your classroom or take a field trip to the principal's office, so he/she can explain his/her role.

1c. Have children visit city hall.

1d. Have children share about who makes rules in their family.

Suggested Resources

Police Officers On the Go! by

Alyse Sweeney

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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 world as an influence on the present and as a guide to making informed decisions for the future.)

NCSS

The student will know:

1. how to tell the difference between past and present events.
IL 16A.A.1

2. how to put a series of events in chronological order.
IL 16A.A.2

3. how life in the past is different from life today.
MO SS 2

The student will be able to:

1a. name an event that happened in the past and a current event.
1b. identify yesterday, today, and tomorrow.
1c. recite the days of the week and know his/her birthday.

2. put a series of events in chronological order.

3. state universal changes from the past to the present.

Suggested Activities

1a. Have each child tell an event that happened in the past and an event that is currently happening, either in his/her own life or in the public.
1b. Have calendar time every day.

2. Using sequencing cards, ask the children to put them in order.

3. Using pictures, ask children to identify differences in transportation, clothing, lifestyle, etc.

Suggested Resources

Newspapers
Calendars

Sequencing Cards

Now I'm Big by Margaret Miller
When I Was Little by Jamie Lee Curtis

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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. the names of the most recognized holidays and festivals.
IL 16B.A.1

2. the importance of people and events from past history (e.g. the Pilgrims coming over on the Mayflower and meeting the Native Americans, Squanto and Samoset teaching the Pilgrims how to hunt and grow crops, and the feast).
IL 16A.B.2
MO SS 2
MO SS 6

3. about different traditions in families and communities.
IL 16D.A.1 & 3
MO SS 6

The student will be able to:

1. name the most recognized holidays and festivals.

2. identify important figures and events and explain why they are important.

3. describe a family and/or community tradition.

Suggested Activities

1. Discuss and/or celebrate holidays or festivals (e.g. Veteran's Day, Thanksgiving, Christmas, President's Day, Easter).

2a. Have the students make pilgrim hats and Native American head dresses.
2b. Have the students prepare and eat a Thanksgiving feast.

3. Have the children tell how their family celebrates Christmas.

Suggested Resources

The Calendar
<http://www.cultureandrecreation.gov.au/articles/christmas/>
Happy Birthday to You! by Theodore Geisel-Dr. Seuss
Holiday Books

It's Thanksgiving! by Steven Kroll
Giving Thanks the 1621 Harvest Feast by Kate Waters
Young Abraham Lincoln by Andrew Woods
A Picture Book of George Washington by David A. Adler
Martin Luther King, Jr. by Margaret McNamara
www.unitedstreaming.com

The Relatives Came by Cynthia Rylant
Families are Different by Nina Pellegrina

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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. how to identify physical characteristics of places, both local and global (e.g. bodies of water, mountains, hills, plains).

IL 17A.A.1

MO SS 5

2. the globe is a model of the Earth.

IL 17A.A.5

MO SS 5

3. how to recognize the land and water areas on a map and a globe.

IL 17A.A.4

MO SS 5

The student will be able to:

1. describe physical characteristics of places, both local and global.

2. look at the globe and state that it is a representation of the Earth.

3. identify the land and water areas on a map and a globe.

Suggested Activities

1. Use pictures showing examples of different physical characteristics and have the children describe the comparisons and contrasts.

2. Let children examine and explain various aspects displayed on a classroom globe.

3. Bring in various maps and a globe and have the children put a blue sticker on a body of water, and a green sticker on a piece of land.

Suggested Resources

America From the Road by Readers Digest

What Is a Landform by Rebecca Rissman

Content Area Mini Books:

Geographic Terms: 15 Engaging Mini-Books That Students Read-and Interact With- to Really Learn About Key Landforms by Donald Silver

A globe

Maps and a globe

Grade level: Prekindergarten

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The student will know:

4. how to use a simple map to locate objects.
IL 17A.A.6
MO SS 5

5. the four different seasons and the weather changes that occur during each season.
IL 17A.A.3
IL 18B.A.3

The student will be able to:

4. locate objects in the classroom using a simple map.

5a. name the four different seasons (e.g. fall, winter, spring, summer).
5b. explain the weather changes that occur during each season.

Suggested Activities

4a. Make a classroom map and have the children draw the objects on the map.
4b. The students identify the different areas in the school building using a classroom emergency drills map.
4c. Using maps, children locate and walk to different areas in the classroom and school building.

5. Talk about each seasonal change during weather time and have the children give examples of what will change (e.g. clothing, temperatures, plants).

Suggested Resources

Classroom map
Emergency Drills Maps
Beginning Geography, Vol. 1: How to Use a Map by Jo Ellen Moore

Seasons by Monica Hughes
Pictures
Good Times: All About the Seasons by Kirsten Hall

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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 to differentiate between the physical features of different places.
IL 17B.A.1
MO SS 5

2. how to identify ways people depend on and interact with the physical environment.
IL 17C.A.1
MO SS 5

3. how to identify renewable resources.
IL 17C.A.3
MO SS 5

The student will be able to:

1. compare and contrast how the different physical features are currently being used and have been used.

2a. identify different physical features and how they are used (e.g. farming, skiing, boating, fishing, camping, swimming, hiking, hunting).
2b. name different forms of transportation used in the physical environment.

3. identify food and material resources coming from different land areas and water resources.

Suggested Activities

1. Using pictures, discuss different physical features of various places (e.g. farmland, bodies of water, mountains).

2. The children share their own personal stories of places they have gone, what they did in those places, and how they got there.

3a. Children can match food and material sources to the land or water areas they come from.
3b. Using a map of the United States, the children put pictures of various food and material items on the areas where they are found (e.g. oranges in Florida).

Suggested Resources

Beginning Geography, Vol. 2: Landforms and Bodies of Water by Jo Ellen Moore
Looking at Landforms (Little World Geography) by Ellen Mitten

Children's vacation pictures
Pictures of different physical environments
USGS Topographic Map (Recreational Activities Map)

Pictures of land and water forms
Pictures of various food items
United States Map

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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. how wages and salaries can be earned in exchange for work.

IL 15A.B.4 & 5

MO SS 4

2. the difference between bartering and money exchanges.

IL 15D.A.2

MO SS 4

3. the basic concept of scarcity.

IL 15A.A.3

MO SS 4

The student will be able to:

1. recognize that work results in earning salaries and wages.

2. explain the difference between bartering and exchanging money.

3. give examples of scarcity (e.g. we often wish we had more time to play outside before having to come inside).

Suggested Activities

1. Assign each child a classroom job and, when they have completed the work, they earn a sticker. Stickers can be exchanged for a prize (much as the same way money is exchanged for goods).

2a. Have the students act out a bartering exchange.

2b. Have the students act out a money exchange.

2c. The students can continue to act out and play these examples in the drama center.

3. Tell the story of "The Feeding of the Five Thousand" and explain how Jesus broke 2 fish and 5 loaves of bread to make enough food for everyone.

Suggested Resources

Earning Money by Mary Firestone

Money Madness by David A. Adler

Half for You and Half for Me by Shelly Hurst Lonni

Bunny Money by Rosemary Wells

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. the difference between a want and need.

IL 15B.A.2

2. how to identify people in the community who produce goods and services.

IL 15C A.1

MO SS 4

The student will be able to:

1. differentiate between wants and needs.

2. differentiate between goods and services.

Suggested Activities

1. Students will list basic needs and wants in their lives. They can then circle the items that are needs and cross out the wants.

2. Students will sort pictures into stacks of goods and services.

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. how to recognize different languages and traditions.
IL 18A.A.2
MO SS 6

2. the different roles of people in the community.
IL 18B.A.3
MO 1.10
MO SS 6

The student will be able to:

1. give examples of different languages and traditions.

2. identify different people in the community and the roles they play.

Suggested Activities

1a. Bring people in from the community who speak different languages and can share their cultural traditions.
1b. Have the students share their own cultural language and traditions.

2a. Go on field trips to various businesses and places in the community.
2b. Invite people from the community to your classroom to share what their role is and what they do.
2c. Provide different dramatic play materials for the students to explore.
2d. Have the students decorate various boxes to represent different businesses and places in the community that relate to community helpers.

Suggested Resources

Can You Count Ten Toes? Count to 10 in 10 Different Languages by Lezlie Evans
Animals Speak by Lila Prap

Pull Ahead Book Series
Helpers in Our Community Series by Lisa Trumbauer
Community Helpers from A to Z by Bobbie D. Kalman
www.unitedstreaming.com

Grade level: Prekindergarten

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The student will know:

3. the uniqueness of individuals and different roles family members play.

IL 18B.A.2

MO 1.10

MO SS 6

4. the different social categories (e.g. father, cousin, employer, friend) to which people belong.

IL 18C.A.1

MO 1.10

MO SS 6

The student will be able to:

3. describe the talents and roles of each family member.

4. explain that people can belong to one or more different social categories.

Suggested Activities

3a. Have the students share what role each member of the family plays.

3b. Students can role play different family roles.

4. Each child uses a class graph to show the different social categories (e.g. Father = male, son, cousin, friend, employee, husband, brother).

Suggested Resources

Black Is Brown Is Tan by Arnold Adoff

Daddy Makes the Best Spaghetti by Anna Grossnickle

Little Critter Series

Family Tree

I Love My Family by Wade Hudson

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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 different cultures have similar physical, social, and emotional needs for survival.

IL 18C.A.2

MO SS 6

MO 1.10

2. that everyone has personal differences.

IL 18B.B.3

MO 2.3

The student will be able to:

1. name common physical, social, and emotional needs for survival among various cultures.

2. identify personal differences among his/her classmates and families.

Suggested Activities

1. Have the students learn about a variety of cultures and then list the commonalities found amongst the cultures.

2a. Have the students sit and look at each other and name the physical similarities and differences between each other.

2b. Graph eye color, hair color, height, etc.

2c. Use tempera People Paint to find each student's individual skin tone and then paint a picture of him/her.

2d. Students can draw a picture showing something they are especially good at doing.

Suggested Resources

Midday Meals Around the World
by Zurakowski

Morning Meals Around the World
by Zurakowski

Evening Meals Around the World
by Zurakowski

Two Eyes, a Nose and a Mouth by
Grobel Intrator

*Tall Body, Short Body, Everyone's
Somebody* by Mary Hollingsworth

www.fasart.com/peoplepaint.htm
atozteacherstuff.com

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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 reading is important.
MO 1.8

2. that vocabulary increases as he/she grows.
MO 1.10

3. that there are different genres of books.
MO 1.10

4. that there are different forms of communication to gain knowledge.
MO 1.8

The student will be able to:

1. gain increased knowledge and pleasure from books.

2. use increased vocabulary as the year progresses.

3. tell the difference between fact and fiction.

4. list the different ways of communicating information (e.g. books, graphs, spoken word, computers, electronic devices, face to face, telephone).

Suggested Activities

1a. Read a number of books every day.
1b. Students can act out the story as an extension of the book.

2a. Point out and define new vocabulary words when exploring new information.
2b. Create a word wall, put new words up when found, and review the words often.

3. Spin the globe and tell a folktale from the country that the children point to and find a related factual picture book.

4a. Provide old phones for students to use in drama center to communicate with each other.
4b. Write a letter, phone, and have parents send an e-mail from the child to his/her grandparents.
4c. Show the children how we can find information on a computer.

Suggested Resources

Classroom, school, or public library books

Geography From A to Z A Picture Glossary by Jack Knowlton

Favorite Fairy Tales Told in Ireland by Beech Tree Books

Old cell phones or home phones
Internet access

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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 asking questions can help gain further knowledge.

MO 1.1

2. that there are a variety of ways of sharing useful information we find from research.

MO SS 7

MO 1.10

The student will be able to:

1. confidently ask a question regarding a topic he/she is studying.

2a. identify visual, graphic, and auditory aids (e.g. posters, graphs, and recordings).

2b. identify library and media resources (e.g. videos, periodicals, books, electronic resources).

2c. Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Suggested Activities

1. Have students practice asking questions using: who, how, where, what, and when.

2a. When learning about Holy Week and the resurrection of Jesus, have pictures and a timeline available that show the different sequence of events during that week.

2b. Use movies or books recorded to tapes/CD's for the students to use.

2c. Go for a nature walk with the students and have them find an imprint in the ground from an animal, plant, or person. Then make a fossil using Plaster of Paris.

Suggested Resources

Eric Carle Books

Scholastic Inc.
Veggie Tales books and movies
Adventures in Odyssey movie series

www.kaplanco.com

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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. technology tools are used in a variety of ways to obtain knowledge.

MO SS 7

MO 1.4

MO 2.7

The student will be able to:

1. properly use different forms of technology tools (e.g. computer, smart board).

Suggested Activities

1a. Have the students use a computer paint program.

1b. Access child interactive internet sites for students to use.

1c. Provide computer software programs for the students to use.

1d. Allow the students to explore different areas on a smart board.

1e. Create interactive activities on the smart board.

Suggested Resources

Tux Paint Software

www.pbskids.org

www.crayola.com

www.bigideafun.com

www.kidsites.com (can be used for a variety of topics)

www.apples4theteacher.com (can be used for a variety of topics)

www.atozteacherstuff.com (can be used for a variety of topics)

www.pbs.org (can be used for a variety of topics)