

Grade: K Kindergarten Social Studies

Course Curriculum Report

Alignment with Show-Me Standards	MEASURABLE LEARNER OBJECTIVES	ASSESSMENT	CONCEPTS	LEVEL OF EXPECTATION						
<div style="border: 1px solid black; display: inline-block; padding: 2px; margin-right: 5px;">1.5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px; margin-right: 5px;">SS 5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">SS 7</div>	<p>LOCAL OBJECTIVE: R- 06. Identify map and globe a geographic tools 1/10/05</p>	<p>Student demonstrates how to locate land and water on a map or globe. Student demonstrates sorting modes of transportation into land, water or air.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">address/phone number</td> <td style="padding: 2px;">CR</td> </tr> <tr> <td style="padding: 2px;">transportation</td> <td style="padding: 2px;">PE</td> </tr> <tr> <td style="padding: 2px;">maps/globes</td> <td style="padding: 2px;">CR</td> </tr> </table>	address/phone number	CR	transportation	PE	maps/globes	CR	80%
address/phone number	CR									
transportation	PE									
maps/globes	CR									
<p>LEARNING ACTIVITY: Use transportation manipulatives on maps. Create individual or class maps. Participate in classroom discussions on maps, globes, transportation. Practice finding water and land on maps and globes in centers, cooperative learning and whole class discussions. Sort transportation manipulatives, pictures, or cards and pocket chart sorting. Illustrate transportation books and teacher created student books. Attend transportation assemblies (firetruck, MoDot visits). Sing charts/songs on transportation . Create phones and phone books and create class address books.</p>										
<p>2/17/2005 Individually practice on phone number and address.</p>										

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
Introduce maps and globes Model location of water and land on the map and globe Classroom discussions and shared reading on transportation Cooperative learning in transportation centers	Amanda Frazier, Linda Myers, pocket chart activities, manipulatives, map, globe, videos, books, speakers, pictures, songs and charts.	Individualized Instruction, Paraprofessionals, A+ Student volunteers	Map and Globe Exploration, Computer Games, Transportation Center Time with manipulatives, leveled student readers, create own maps	Paraprofessionals

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4.4	SS 1	<p>LOCAL OBJECTIVE: R-01. Demonstrate good citizenship: Revised 1/10/05</p> <p>A. Identify why laws and rules are made</p> <p>B. Describe how decisions are made in the classroom and home</p> <p>C. Participate in a democratic decision-making process</p> <p>D. Explain how to resolve disputes peacefully in the classroom and on the playground</p> <p>E. Explain what it means to make rules and how it is necessary to carry out or enforce rules</p>	<p>Observation of student reciting the pledge.</p> <p>Observation of students following school rules in and outside of the classroom.</p> <p>Create a discipline folder or calendar to send home to inform parents of student behavior or for your classroom record.</p> <p>Recite the 5 steps of the "DEBUG" system</p> <p>F. Brainstorm a list of rules found in this school. Have students explain in their own words why they are important.</p>	citizenship	PE	100%
4.6	SS 2			pledge	CR	
4.7	SS 3					
		<p>LEARNING ACTIVITY: D. Nominate and select candidates for classroom offices</p> <p>E. As problems arise in the classroom, make rules to address problems. Evaluate how well rules work.</p> <p>Students will participate in reciting the pledge daily and singing patriotic songs. Review and practice classroom rules, demonstrate how to take care of school supplies and belongings.</p> <p>Role play correct behavior in school and use of DEBUG management technique.</p>				

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
<p>A. Discuss why rules are needed in the classroom, and identify the importance of safety rules and signs.</p> <p>B & E. Discuss and model conflict management techniques (DEBUG)</p> <p>C. Recite the pledge daily with the US flag</p> <p>D. Discuss and model correct classroom and school rules</p> <p>Model how to take care of school supplies and belongings</p>	<p>Amanda Frazier, Linda Myers, student handbook, American flag, Pledge of Allegiance pamphlet, Pledge of Allegiance chart, classroom rules chart.</p>	<p>Paraprofessionals, Administration (school/classroom rules), Individualized instruction</p>	<p>Good Student rewards, Positive visit to Principal for reward, Good Pledge of Allegiance prize (flag, pledge book). Enrichment for the study on Presidents: read books, videos</p>	<p>(Behavior) Teacher Support Team, Paraprofessionals</p>

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1.9	SS 2	LOCAL OBJECTIVE: R-03 Name days of the week and months of the year	Individually test each student reciting the days of the week and the months of the year.	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Days</td> <td style="width: 20%;">PE</td> </tr> <tr> <td>Months</td> <td>CR</td> </tr> </table>	Days	PE	Months	CR	95%
Days	PE								
Months	CR								
		LEARNING ACTIVITY: Participate in daily chant/song for days of the week and months of the year.							

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
Lead students in days of the week and months of the year chants or songs	Amanda Frazier, Linda Myers, calendar, charts, pictures, videos, books, puzzles, and pocket chart activities.	Individualized Instruction, Paraprofessionals, Parent Volunteers, A+ Student volunteer in classroom	Computer games, Leveled student readers, Writing activities on the holiday	Paraprofessionals

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SS 6	<p>LOCAL OBJECTIVE: R-04. Gain awareness of self and cultures meeting the needs of people</p> <p>A. Name physical, social and emotional needs</p>	<p>Students demonstrate one dictated emotion for the teacher or class.</p> <p>Create a self portrait (each quarter).</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">self portrait</td> <td style="width: 20%;">PE</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	self portrait	PE					95%
self portrait	PE									

LEARNING ACTIVITY: Students will practice displaying different emotions and feelings.

Sort pictures of emotions (pocket chart, bingo, memory).

Sequence stages of growth: infant, child, adult, grandparent.

Write and illustrate about "When I was a baby I couldn't, but now I can" (ex. Ride a bike, swim, go to school).

Create illustrations of self.

Counselors will have sessions on social and emotional needs

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
<p>Model emotions and show charts of people expressing different emotions</p> <p>Stories and classroom discussions</p> <p>Display pictures of the stages of growth</p> <p>Show videos</p> <p>Shared reading</p> <p>Singing the birthday song or reading a birthday book</p>	<p>Amanda Frazier, Linda Myers, feelings/emotions posters, counselor sessions, videos, books, pocket chart activities</p>	<p>Individualized Instruction, Paraprofessionals, Counselors</p>	<p>Videos, Leveled student readers, Exploratory centers</p>	<p>Paraprofessionals, Counselors</p>

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1.6	SS 6 LOCAL OBJECTIVE: R-05. Compare and contrast families (Not in GLE's) A. Past and present (Pilgrims and Native Americans) B. Generations (Grandparents)	Each student tells one fact that compares past and present families to create a class list (Venn Diagram T-Charts, Predictable book/chart) Draw a family picture including family members (immediate and or extended)	Family	PE
			Past and Present	PE

LEARNING ACTIVITY: Have shared reading and stories on different types of families
 Have class discussions to generate ideas to compare past and present families
 Say charts, songs, finger plays on today's families, Pilgrims, and Indians
 Do discovery learning with family manipulatives and teepee, Indian artifacts
 Do cooperative learning in family centers
 have a Pilgrim and Native American Popcorn feast
 Watch videos on Thanksgiving, Pilgrims, Indians, family
 Make teacher created student books on The First Thanksgiving
 show pictures and posters of families
 Draw pictures of family for class quilt
 Have a Grandparent's Night Open House
 Write what you like to do with your Grandparents
 Make a class list of what your Grandparent can do

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
	Amanda Frazier, Linda Myers, charts, songs, books, tee-pee, videos, pictures, family manipulatives, and dollhouse	paraprofessionals, individualized instruction, Parent Volunteers, A+ student volunteer in classroom	Extended writing activities on their Grandparents, leveled student readers, center time in teepee, videos on families	Paraprofessionals

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4.3	SS 6	LOCAL OBJECTIVE: R-07. Recognize Community Workers: Not in GLE's A) Recognize gender/race equity in the job force.	community workers community workers	PE MC
		Observation of students matching the picture of the community worker to the job they do (in a book, matching center, lotto game). Observation of all students participating in different types of community worker roles regardless of gender or ethnic background (drama center, puppets, or pretend play).		100%
		LEARNING ACTIVITY: Students participate in classroom discussions of types of workers. Students role play community workers in drama centers, with puppets, in a pretend play center (each student will have the opportunity to experience job roles regardless of gender or ethnic background to promote equity). Match person to their job in games, pocket chart activity, lotto game, or books. Attend and participate in assemblies with community workers. Complete teacher created student books and learning center activities on community workers.		

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
Shared reading with books on community workers Classroom discussions of workers Model and role play different jobs Assemblies with community workers	Amanda Frazier, Linda Myers, presentations by local community workers, stories, charts, puzzles, discussions and role play.	Individualized Instruction, Paraprofessionals	extended student leveled reading books, computer games, center time	teacher adaption of classroom for centers, paraprofessionals

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SS 7	<p>LOCAL OBJECTIVE: R-08. Identify, select, use and create appropriate resources for social science inquiry</p> <p>A. Identify visual, graphic, and auditory aids (posters and recordings)</p> <p>B. Identify primary and secondary sources (diaries, letters, people interviews, journals and photos)</p> <p>C. Identify library and media resources (videos, electronic resources, periodicals and books)</p> <p>D. Identify artifacts (building structures and materials, works of art, representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> <p>LEARNING ACTIVITY: 1. Collect Pictures of family/grandparents for Grandparent's Night</p> <p>2. Interview student helper (ex. Fav color, fav food)</p> <p>3. Internet search for images of artifacts</p>			

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
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1.10	SS 4									
1.5										
1.6										

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
A. Have the class color and cut out a picture using one small box of crayons and one pair of scissors. Discuss how this scenario illustrates scarcity. B. Have the students choose between candy and a small toy and discuss which represents the opportunity cost.				

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INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
Find and cut out pictures representing ideas in the Pledge of Allegience paste the pictures around a United States Flag.				