



KINDERGARTEN

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>4. INDIVIDUAL DEVELOPMENT AND IDENTITY</p>	<p>Make a map of playground as a treasure map for locating treasures.</p> <p>Construct homes and school using large blocks and props.</p> <p>Teamwork, cooperative groups, students' relationship to others; classroom, school rules and expectations</p>	<p>Identify school rules and responsibilities and understand their purpose.</p> <p>Discuss appropriate choices and consequences for our actions.</p> <p>Cooperate with peers and adults.</p> <p>Exhibit an awareness of the impact of one's behavior upon the others.</p>	<p><u>As the Crow Flies</u> by Gail Hartman</p> <p><u>Will I Have a Friend?</u> By Miriam Cohen</p> <p><u>Annabelle Swift, Kindergartener</u> by Amy Schwartz</p> <p><u>Rainbow Fish</u> by Marcus Pfisher</p> <p><u>Frog and Toad are Friends</u> by Arnold Lobel</p> <p><u>Berenstain Bears and the Truth</u> by Stan &amp; Jan Berenstain</p> <p><u>Arthur's Eyes</u> by Marc Brown</p> <p><u>Read Me Too!</u> By Mercer Mayer</p>	

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5. INDIVIDUALS, GROUPS AND INSTITUTIONS	Field trips, occupations; individuals to groups to institutions; examples, cause of individual, group conflict, conflict resolution; fairness; consequences.	Work independently as well as in groups, displaying compromise and empathy to resolve conflicts  Explore specific jobs that people do in town and the tools they use. (Speakers and field trips)	<u>I Read Signs</u> by Tana Hoban	
6. POWER, AUTHORITY, GOVERNANCE	Adult authority, supervision; group, institutional authority; necessity of authority; conflict resolution; fairness; consequences; historical people that exemplify values, principals of American democracy; demonstrate ability to work with others;	State sources of power and authority in family and school.  Explore well known historical figures of our country.	Songs, poems, literature	
7. PRODUCTION, DISTRIBUTION, CONSUMPTION	Introduction to economics, difference between wants, and needs; how choice impacts personal economics; how, why families work for basics; people as consumers and producers; tools needed to accomplish tasks;	Define wants and needs. Explain how people earn money (income) by working. Discuss choices and consequences of spending the money we have	Use role playing at a lemonade stand.  Create goods and tangible items from play dough.  <u>Charlie Needs a Clak</u> by Tomie DePaola	

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8. SCIENCE, TECHNOLOGY, SOCIETY	Make a pictograph of the methods of transportation used in getting to and from school.	<p>Identify tools that help make jobs easier for people.</p> <p>Compare different forms of communication from the past and the present in different times e.g. (Pony Express, telegraph, sending letters by ship, telegraph, phone, e-mail</p>	<p><u>Things That Go: A Traveling Alphabet</u> by Seymour Reit</p> <p><u>Airport</u> by Byron Barton</p> <p><u>Bernie Drives a Truck</u> by Derek Radford</p> <p><u>When I Was Young in the Mountains</u> by Cynthia Rylant</p>	
9. GLOBAL CONNECTIONS	<p>Compare and contrast seasonal changes in other geographic areas.</p> <p>Identify natural resources and sources of pollution.</p>	Relate seasonal studies to other geographical regions.		
10. CIVIC IDEAS, PRACTICES	Introduce and reinforce American symbols, e.g. the pledge, seals, flag, eagle, Statue of Liberty;	Identify symbols of our country. (Standards 4 & 5 also address this topic.)		