# Social Studies

## Kindergarten Social Studies Standard 1.1

**Kindergarten.1.1** Ask questions, share information and discuss ideas about the past.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. How are the lives of people from the past similar and different from our lives today?
2. Why is it important to ask questions about the past?
3. What is the symbol of our country? What does this symbol stand for?
4. What is history?
5. What makes a family?

### Evidence Outcomes:

a. Ask questions about the past using question starters. (Questions should include but not be limited to: What did? Where? When did? Which did? Who did? Why did? How did?)

b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history.

c. Use the word “because” correctly in the context of personal experience or stories of the past using words. (Words to include but not be limited to: past, present, future, change, first, next, last.)

### Academic Vocabulary:

- because
- change
- different
- event
- first
- future
- history
- how
- last
- location
- next
- past
- people
- place
- present
- rule
- similar
- when
- where
- who
- why

### Assessment:

1. Listen and monitor for redirection as students discuss with their partners how things have changed throughout the years.

2. Listen and monitor for redirection as students answer the question, "Is everything in the present different than it was in the past?" to see if they understand that while some things change, some things such as family, pets, and jobs may not.

3. Evaluate Past and Present T-Charts for correct picture placement.

4. Use the Past and Present Writing Rubric to evaluate student writing ability.

5. Evaluate the student-created books at the end of the Prezi Unit for the ability to place the events in correct order as they occurred using this Sequencing Rubric.

6. Use the rubric included with the Children Long Ago unit plan for evaluation purposes.
Social Studies
Kindergarten Social Studies Standard 1.1

7. Summative assessments are distributed throughout the National Symbols Unit.

8. Observe students and monitor for redirection to make sure they include the correct number of stars and stripes in their hand and foot created flag.

9. Use the reproducible pages (4-6 of attachment) to evaluate student knowledge of the Three National Symbols.

10. Listen for correct answers as the students participate in the online symbols quiz and use information for remediation and acceleration purposes.

11. Observe and monitor for redirection as students investigate American symbols through hands-on activities.

12. Assist as students create a tri-cornered National symbols hat.


14. Assessments are included in the History of Me Unit.

15. Observe for completion and correctness as students create their family book.

16. Observe for completion and correctness as students share and compare their completed Family Graphs.

17. No assessment. Encourage students as they share their individual Face books and share about themselves.

18. Use the assessments included in the lesson used to teach similarities of individuals and families.
Social Studies
Kindergarten Social Studies Standard 1.1

19. Use the assessments included in the chosen lesson used to teach how families have similar and different characteristics.

**Past and Present Writing Rubric**

**Three National Symbols**

<table>
<thead>
<tr>
<th>Suggested Activities/Strategies:</th>
<th>Resources/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use this interactive website to launch collaborative partner discussions about the Past versus Present and how things have changed throughout the years.</td>
<td><strong>Colorado Kindergarten Standards Resource</strong></td>
</tr>
<tr>
<td>2. Use the Past versus Present- Life in the Early Years 1900's lesson plan to teach that many features of human lifestyles have changed from the past to the present day, and that some characteristics of life in the past have not changed too much overtime, such as daily routines, family, pets, jobs, etc.</td>
<td><strong>American History Ideas</strong></td>
</tr>
<tr>
<td>3. Cut apart the Past and Present Cards attached below. Allow students to work with a partner and place the cards on the correct side of the attached T-Chart.</td>
<td><strong>US Symbols Brain Pop Jr Video</strong></td>
</tr>
<tr>
<td>4. Cut apart the Past and Present Cards attached. Have students choose a pair of cards, one depicting the past and a matching card that depicts the same event in the present. Students glue the pictures down and write a sentence or two describing the past picture and a sentence about the present picture, comparing the differences.</td>
<td><strong>Ideas for American Symbols</strong></td>
</tr>
<tr>
<td>5. Use this Prezi Unit for a week of lessons and interactive activities for teaching the concepts of past, present, and future. The unit concludes with a student-created book.</td>
<td><strong>Family Unit Ideas</strong></td>
</tr>
<tr>
<td>6. Explore children long ago with this comprehensive unit where students examine and understand family life now, in the recent past, and in various places long ago.</td>
<td><strong>Kindergarten Activities on Family Units</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sharemylessons.com K-2 History Lessons</strong></td>
</tr>
<tr>
<td></td>
<td><strong>linkstolearning.com Elementary Social Studies Plans</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DiscoveryEducation.com Lesson Generator</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Bringinghistoryhome.org History Units by Grade</strong></td>
</tr>
</tbody>
</table>

Copyright © 2013 South Central Board of Cooperative Educational Services and Education Designs.
Social Studies
Kindergarten Social Studies Standard 1.1

7. Introduce students to some our nation's patriotic symbols with the National Symbols Unit attached.

8. Integrate art with the American flag art project, in which students create a flag with their hands and feet.

9. Introduce students to the Constitution and three important symbols (United States flag, the bald eagle, and the Statue of Liberty), along with why they are important to Americans.

10. Use this online quiz about the symbols of America as a whole class review.

11. Use the Simple Symbols and American Children Unit for background and several hands-on lessons of American symbols.

12. Integrate art with learning about American symbols by creating a a tri-cornered hat decorated with national symbols in this hands-on activity.

13. Introduce What is History? with this attached lesson where students make a book and complete each page as the lesson progresses.

14. This History of Me unit introduces children to the concept of history as story and establishes student familiarity with documents. It examines the concepts of change and continuity between now and the past.

15. Create a Family Book to help students tell about their personal family.

16. Students exercise their graphing skills by creating, reading, and comparing picture graphs using the total number of people in their families with this Family Graphing lesson.
### Social Studies

#### Kindergarten Social Studies Standard 1.1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17.</strong> Integrate literature and art as students discover individual similarities and differences with this hands-on activity.</td>
<td></td>
</tr>
<tr>
<td><strong>18.</strong> Select from a <em>variety of lessons</em> to teach how individuals and families are both similar and different.</td>
<td></td>
</tr>
<tr>
<td><strong>19.</strong> Select from a <em>variety of lessons</em> to investigate how families have both similar and different characteristics.</td>
<td></td>
</tr>
</tbody>
</table>

- Past and Present Picture Cards
- Past and Present T-Chart
- Children Long Ago
- National Symbols Unit
- Three National Symbols Lesson Plan
- What is History?
- Family Book
- History of Me Unit
- Face Book

Copyright © 2013 South Central Board of Cooperative Educational Services and Education Designs.
Social Studies
Kindergarten Social Studies Standard 1.2

Kindergarten.1.2 The first component in the concept of chronology is to place information in sequential order.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is it important to know the order of events?</td>
</tr>
<tr>
<td>2. Why do individuals use calendars and clocks?</td>
</tr>
<tr>
<td>3. What happened yesterday and today, and what might happen tomorrow?</td>
</tr>
<tr>
<td>4. How have you grown and changed over time?</td>
</tr>
<tr>
<td>5. Why is knowing the order of events important?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Order sequence information using words to include but not be limited to past, present future, days, weeks, months, years, first, next, last, before, and after.</td>
</tr>
<tr>
<td>b. Explore differences and similarities in the lives of children and families of long ago and today.</td>
</tr>
<tr>
<td>c. Explain why knowing the order of events is important.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>calendar</td>
</tr>
<tr>
<td>change</td>
</tr>
<tr>
<td>chronological order</td>
</tr>
<tr>
<td>clock</td>
</tr>
<tr>
<td>different</td>
</tr>
<tr>
<td>first</td>
</tr>
<tr>
<td>future</td>
</tr>
<tr>
<td>history</td>
</tr>
<tr>
<td>how</td>
</tr>
<tr>
<td>last</td>
</tr>
<tr>
<td>long ago</td>
</tr>
<tr>
<td>next</td>
</tr>
<tr>
<td>order of events</td>
</tr>
<tr>
<td>past</td>
</tr>
<tr>
<td>present</td>
</tr>
<tr>
<td>sequence</td>
</tr>
<tr>
<td>sequential order</td>
</tr>
<tr>
<td>similar</td>
</tr>
<tr>
<td>timeline</td>
</tr>
<tr>
<td>when</td>
</tr>
<tr>
<td>where</td>
</tr>
<tr>
<td>who</td>
</tr>
<tr>
<td>why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the completed I Grow book for concept understanding of passing time.</td>
</tr>
<tr>
<td>2. Evaluate the completed How to Spook a Monster worksheet for correct sequential order.</td>
</tr>
<tr>
<td>3. Evaluate each student's ability to use a variety of graphic organizers to arrange events in sequential order.</td>
</tr>
<tr>
<td>4. Assess the completed Here Comes a Storm worksheet for accurate sequential order of events.</td>
</tr>
<tr>
<td>5. Observe and monitor for redirection as students use the Sequence of Events Platter to organize pictures or events in the order they occurred.</td>
</tr>
<tr>
<td>6. After completing the projects in Theme 1 of the Kindergarten Social Studies Big Book, evaluate based on ability to sequence events in the order in which they occurred.</td>
</tr>
<tr>
<td>7. Assess student's ability to use timelines to organize the order of events after the completion of the activities listed in the lesson.</td>
</tr>
</tbody>
</table>
## Social Studies
### Kindergarten Social Studies Standard 1.2

<table>
<thead>
<tr>
<th>Suggested Activities/Strategies:</th>
<th>Resources/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The <a href="#">I Grow activities</a> in this lesson whelp students understand the abstract concept of time passing.</td>
<td><a href="#">Weather Wiz Kids Stages of a Storm</a></td>
</tr>
<tr>
<td>2. Teach sequence of events words by reading any book about monsters. Talk about the first, next, and last concept and then talk as a whole class how you would scare a monster. Have each student complete the attached How to Spook a Monster Worksheet. Discuss the importance of sequential order.</td>
<td><a href="#">Interactive Game on the Months of the Year</a></td>
</tr>
<tr>
<td>3. Introduce the concept of sequential order by showing students pictures of exciting or funny things happening and have them use one of the sequence of events templates attached to determine the order of each event.</td>
<td><a href="#">Kids of the Past versus Kids of the Technology Generation</a></td>
</tr>
<tr>
<td>4. Read a story about the stages of a storm and/or listen and watch a YouTube video of a storm. Then talk about the order of events in a storm using the graphic organizer.</td>
<td><a href="#">Kindergarten Social Studies Lesson Bank</a></td>
</tr>
<tr>
<td>5. Use the Sequence of Events Platter idea to organize historical events pictures in a visual manner.</td>
<td><a href="#">Lesson Plans and Resources for Elementary Teachers</a></td>
</tr>
<tr>
<td>6. Use Theme 1 (pp. 3-8) from the Kindergarten Social Studies Big Book to teach the concept that we are a product of the past and what we value we pass on to the future.</td>
<td><a href="#">Discovery Education Resources for Teachers</a></td>
</tr>
<tr>
<td>7. Use these activities to show students how creating timelines helps to organize the order of events.</td>
<td><a href="#">NCSS Online Teachers' Library</a></td>
</tr>
<tr>
<td>8. Teach days of the week, months of the year, and time concepts with the attached comprehensive Calendar Unit.</td>
<td><a href="#">Kindergarten Social Studies Lesson Bank</a></td>
</tr>
<tr>
<td></td>
<td><a href="#">Kindergarten Lessons</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Kindergarten Social Studies Standard 1.2</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>How to Spook a Monster Worksheet</td>
<td></td>
</tr>
<tr>
<td>Sequence of Events Template #1</td>
<td></td>
</tr>
<tr>
<td>Sequence of Events Template #2</td>
<td></td>
</tr>
<tr>
<td>Sequence of Events Template #3</td>
<td></td>
</tr>
<tr>
<td>Here Comes a Storm</td>
<td></td>
</tr>
<tr>
<td>Sequence of Events Platter</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Big Book of Social Studies</td>
<td></td>
</tr>
<tr>
<td>Calendar Unit</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies

Kindergarten Social Studies Standard 2.1

People belong to different groups and live in different places around the world that can be found on a map or globe.

Essential Questions - 21st Century Skills and Readiness Competencies:

1. What would it be like to live in another city, state, or country?
2. How do the settings of different places around the world affect people's food, clothing, and shelter?
3. What makes a place special to the people who live there?
4. Why are maps important?
5. How is a map different than a globe?
6. When is it better to use a map? a globe?

Evidence Outcomes:

a. Compare and contrast how people live in different settings around the world.
b. Give examples of food, clothing, and shelter and how they change in different environments.
c. Distinguish between a map and a globe as ways to show places people live.

Academic Vocabulary:

city
climate
clothing
compare
contrast
county
country
culture
environment
food
globe
group
map
physical geography
shelter
state
world

Assessment:

1. Assess A Kid's Life study guide for completion and correctness.
2. Guide students and monitor for redirection as they play the interactive game.
3. Listen and reteach as students walk around the room and/or school, greeting others in another language.
4. Assess knowledge of different countries as described in the class book.
5. Observe and monitor for reteaching as students practice map recognition with the maps hidden in the Nesting Boxes or Nesting Cans.
6. Evaluate the completed Me on the Map flow map or mobile for correct order/placement of the maps.
7. Observe for participation in the map hands-on activity.
8. Evaluate the My Little Book of Map Skills for completion and correctness.
# Social Studies
## Kindergarten Social Studies Standard 2.1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Assist and redirect if needed as students manipulate interactive maps.</td>
</tr>
<tr>
<td>10.</td>
<td>Use the K-W-L chart filled out during the lesson to assess knowledge of map skills.</td>
</tr>
<tr>
<td>11.</td>
<td>Observe and help students match pictures with the correct location on the globe and/or map.</td>
</tr>
</tbody>
</table>

### Suggested Activities/Strategies:

1. Investigate how children from other countries live, their cultures, similarities and differences using [A Kid's Life](#) interactive website. Students complete the [study guide](#) as they learn about different countries.

2. Practice matching the correct picture with the correct country in this interactive [game](#).

3. Investigate languages spoken in different countries and learn to say "Hello" in five different languages with this [lesson](#).

4. Follow a little girl named Aubrey in [Passport to Roam](#) as she travels around the world and learns about the physical characteristics of different places. Create a class book of information about the different countries Aubrey visits.

5. Use the idea of [Nesting Boxes](#) or [Nesting Cans](#) to understand relative location on the earth.

6. Explore map skills with the [Me on a Map](#) activity. This activity could also be used as a mobile, manipulating the paper from larger (world) to smaller (home) to help students visualize map concepts.

7. Develop relationship awareness between the community and the world with this [hands-on activity](#).

### Resources/Technology:

- [Multicultural Music](#)
- [Pictures of Different Cultures](#)
- [Pictures of Foods from Different Cultures](#)
- [Different Bios from Children Around the World](#)
- [Different is Good!](#)
- Kindergarten Social Studies Lesson Bank
- Lesson Plans and Resources for Elementary Teachers
- Discovery Education Resources for Teachers
- NCSS Online Teachers' Library
- Kindergarten Social Studies Lesson Bank
- Kindergarten Lessons
Social Studies
Kindergarten Social Studies Standard 2.1

8. Use My Little Book of Map Skills, a student-created mini book, to introduce the globe, state map, classroom and community maps, and map symbols.

9. Examine the difference between models, community maps, and the real-life places with this National Geographic interactive lesson.

10. Read or watch a video of Dr. Seuss's There's a Map on my Lap, and use the lesson plan attached to teach a variety of map skills.

11. Show different pictures of different cultures and their staples, clothing, food, games, climate, etc. and post these staples on a map of the whole world to show where they are in relation to your classroom, the United States, and the rest of the world.

My Little Book of Map Skills
There's a Map on My Lap Lesson Plan
### Social Studies

#### Kindergarten Social Studies Standard 3.1

_Ownership as a component of economics._

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
</table>
| 1. Can you show me who owns this (hold up any item)? How do we know?  
2. If you want to use someone else’s item, what must you do?  
3. What happens when someone wants to use something that belongs to you?  
4. What do we do if there is not enough of something we all want?  
5. What are things that everyone collectively owns? | a. Give examples of ownership of different items.  
b. Recognize and give examples of when one person may want to use another’s object and that this requires asking permission and sharing. |

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| demand  
desire  
economics  
item  
object  
ownership  
scarce  
sharing | 1. Assessments are included in the "That's Not Fair! How Do You Share?" lessons.  
2. Use the Mitten Assessment for evaluation purposes after the lesson.  
3. Have students draw a picture of a pet and draw a pictures of what they would want and/or need to care for their pet.  
4. Use the two assessment opportunities following Activity 1 and 2 included in the _Toys for Me_ lesson plan.  
5. Assess students' illustrations depicted on the My Choice T-Chart to determine comprehension about choices and opportunity costs.  

<table>
<thead>
<tr>
<th>Suggested Activities/Strategies:</th>
<th>Resources/Technology:</th>
</tr>
</thead>
</table>
| 1. Teach lessons on sharing with these hands-on | _The Mitten Assessment_  
_The Choice T-Chart_  
_What We Own versus What I Own_ |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Copyright © 2013 South Central Board of Cooperative Educational Services and Education Designs.*
activities in That's Not Fair! How Do We Share?

2. Introduce the topic of scarcity through the folktale of The Mitten.

3. Use the lessons in The Perfect Pet to teach the ability to establish priorities when faced with scarcity.

4. Introduce choices and opportunity costs with Toys for Me.

5. Use this lesson to take a closer look at choices made in the classroom everyday and the consequences, good or bad, that follow those choices. Fill out the My Choice T-Chart together during the lesson.

6. Open a discussion about things we all own versus things that one person may own or want to purchase with money. Have students draw a picture in each category to represent those items on the What We Own versus What I Own handout.

What We Own versus What I Own
Social Studies

Kindergarten Social Studies Standard 3.2

Kindergarten.Economics.3.2 Discuss how purchases can be made to meet wants and needs (PFL).

Essential Questions - 21st Century Skills and Readiness Competencies:

1. What are wants and needs?
2. How do you know the difference between wants and needs?
3. What are some of the differences between the things your family needs and wants?
4. How can money help people to meet their wants and needs?
5. How do the things you want or need differ from what people in other communities (or from what your friends) want or need?

Evidence Outcomes:

a. Identify the difference between personal wants and needs.

b. Give examples of the difference between spending income on something you want versus something you need.

c. Identify different wants and needs among peers.

d. Distinguish between personal wants and needs and the wants and needs of peers.

Academic Vocabulary:

bill
cause and effect
community
choice
income
need
location
opinion
purchase
ownership
responsibility
scarcity
sharing
spending
spending income
wages

Assessment:

1. Assess finished storyboards at the conclusion of the If You Give a Mouse a Cookie lesson for comprehension and ability to sequence events in a story in chronological order.

2. After completing The Berenstein Bears lesson, assess students' abilities to sort pictures into appropriate categories of wants and needs using the Wants and Needs Assessment Sort handout.

3. Use Wants and Needs Unit pp. 5-7 for a formative assessment of each student's ability to distinguish between a want and a need.

4. Evaluate All I Really Need T-Chart and Picture Cards for correct placement of wants and needs pictures.

5. Use the summative and formative assessments provided throughout the Piggy Bank Primer unit.
# Social Studies

## Kindergarten Social Studies Standard 3.2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Interact with the students during this game and informally check that they understand the concepts of working, shopping, and saving.</td>
</tr>
<tr>
<td>7.</td>
<td>Assess the completed worksheets located at the end of the Finance for Kidz lesson plan.</td>
</tr>
<tr>
<td>8.</td>
<td>Listen and encourage discussion about whether or not Lola's ice skates were a need or just a want.</td>
</tr>
<tr>
<td>9.</td>
<td>Use the assessment listed at the conclusion of Show Me the Money.</td>
</tr>
</tbody>
</table>

### Suggested Activities/Strategies:

1. Integrate literature and economics with [If You Give a Mouse a Cookie lesson](#) to introduce goods, services, needs, wants, and cause and effect.

2. Read *The Berenstain Bears Get the Gimmes*, by Jan Berenstain and use this follow-up lesson to teach the differences between personal wants and needs.

3. Use the Kindergarten Wants and Needs Unit attached for a seven day unit detailing wants and needs.

4. Use hula hoops to sort items in the classroom into two categories: wants versus needs. Use pictures as examples.

5. Distinguish between wants and needs with [All I Really Need!](#), as students decide what they will take with them to Grandma's house.

6. Introduce the concept of saving as well as

### Resources/Technology:

- [Wants versus Needs Picture Sort Assessment](#)
- [Wants and Needs Unit](#)
- [All I Really Need T-Chart](#)
- [All I Really Need Picture Cards](#)
- [Finance for Kidz](#)

- [The Six Magical Piggy Banks](#)
- [Kindergarten Lessons](#)
- [Money Printable, Games and Links](#)
- [Money Match Worksheet Generator](#)
- [Money Concepts for Kindergarten](#)
- [Elementary Economic Lesson Plans](#)
wants versus needs using the Piggy Bank Primer Unit pp. 1-12.

7. Hold up M&Ms and a water bottle and ask which one they would want and which they need. Follow the Finance for Kidz lesson plan.

8. Use this video clip of the book: Charlie an Lola: I REALLY Need Ice Skates to launch a discussion about needs versus wants. Introduce the definition of each word with the WANT and NEED posters attached.

9. Introduce the concept of money and how it is use with Show Me The Money activities.

Wants and Needs Unit
Piggy Bank Primer
Finance for Kidz
NEED and WANT Posters
## Social Studies

### Kindergarten Social Studies Standard 4.1

**Kindergarten.Civics.4.1** Participate in making decisions using democratic traditions.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. What would it look like to have no rules?
2. What needs help us understand how to act responsibly in our classroom?
3. Why is it important to have a schedule?
4. How does your behavior adapt to different environments?
5. What do rules say about what we value?
6. How can we solve conflict in a fair manner?
7. How are resources distributed fairly within a classroom community?
8. How can you keep a problem from continuing to happen?
9. What is voting and why do we do it?
10. Why do we consider voting fair?

### Evidence Outcomes:

a. Explain why rules are needed.

b. Create and follow classroom rules.

c. Explain how a class rule promotes fairness and resolves conflict.

d. Contribute to making and maintaining class community decisions.

e. Reason and work through situations with peers in order to share resources.

f. Identify different physical environments.

g. Explain different forms of behavior for particular physical environments (e.g., home, school.)

h. Compare and contrast characteristics of different locations.

i. Compare/contrast rules from present and past.

j. Give examples of the difference between democratic voting and decisions made by authorities, including but not limited to the parent, teacher, or principal.

### Academic Vocabulary:

- authority figure
- classroom rule
- community
- conflict
- conflict resolution
- decision
- democratic voting
- difference
- environment
- fairness

### Assessment:

1. Use posted classroom rules to evaluate students' classroom behavior.

2. Guide the correct completion of the Venn diagram on p. 10 of the All About Me Kindergarten Curriculum.

3. Create a checklist to evaluate students' behavior throughout the day.
### Social Studies

#### Kindergarten Social Studies Standard 4.1

<table>
<thead>
<tr>
<th>location</th>
<th>participation</th>
<th>rules</th>
<th>similarities</th>
<th>similarity</th>
<th>society</th>
<th>tradition</th>
</tr>
</thead>
</table>

4. Monitor students for accuracy as they share the Big Book of Rules created at the end of the activities on pp. 14 & 15.

5. Use the Feelings worksheet after reading *David Goes to School* to evaluate student ability to properly associate feelings with facial expressions.

6. Guide and monitor students as they create the puzzle after reading *Priscilla and the Pink Planet*.

7. Use the rubric attached to assess students' posters for details or create your own rubric.

8. Use the Conflict Resolution worksheet to evaluate.

9. Monitor and redirect as students follow rules during the role playing and game playing activities used throughout the lesson.

10. Use students' choice of assessment from the *Duck for President* Activity Menu located on p. 9 of the lesson plan.

---

#### Suggested Activities/Strategies:

1. Instruct students about the importance of rules and help develop a set of classroom rules to use all year long with this lesson. Post classroom rules developed as a group and have students recite them daily, then refer to them as needed throughout the day.

#### Resources/Technology:

- **Feelings Assessment**
- **Drawing in Detail Rubric**
- **Conflict Resolution**
- **Duck for President**

- **I Feel Statements and Conflict Resolution Activities**
- **Importance of Schedules**
- **School House Rock on Democracy**

---

Copyright © 2013 South Central Board of Cooperative Educational Services and Education Designs.
Social Studies
Kindergarten Social Studies Standard 4.1

2. Compare and contrast the students' summer schedules with a school schedule and school rules. Use p. 10 from the All About Me Kindergarten Curriculum for graphic organizers and complete activities.

3. Read *David Goes to School*, by David Shannon and use the lesson plan attached to create school rules for everyone to follow throughout the year. Point out that children, just like adults, have known consequences when they get in trouble. Post created classroom rules created.

4. Using two books written by David Shannon, *No David!* and *David Goes to School*, lead activities that help students understand the importance of following rules at home as well as at school. Use pp. 14 & 15 of Myself and Others Kindergarten Curriculum.

5. Use the book, *David Goes to School*, to teach students how to identify and verbally describe a character’s physical appearance, actions, and feelings and how these change according to a person’s environment.

6. Read *Priscilla and the Pink Planet* by Nathaniel Hobbie and create a puzzle to show coming together as a community and the idea of democracy. This book is also appropriate for illustrating diversity and acceptance.

7. Use the Rights, Responsibilities, and Roles of Citizenship lesson, pp. 25 & 26 in the All About Me Kindergarten Curriculum, to discuss the rights, roles, and responsibilities of members of a family and members of a classroom, especially during daily routines such as eating meals at home or working in groups at school.

8. Teach that rules affect children and adults, and people make and change rules for many reasons. Use the classroom activities listed in Additional Activities for Duck for President
Election Crafts and Activities
Kindergarten Social Studies Database
Civics Activities
Why Run a Democratic Classroom PowerPoint
All About Me Kindergarten Curriculum
Myself and Others Kindergarten Curriculum
Kindergarten Big Book of Social Studies
the People Making and Changing Rules and Laws section (pp. 69-70) of the All About Me Kindergarten Curriculum attachment. Display Daily Routine Chart created at the conclusion of the lesson as a guide and reminder of responsibilities and rules that might apply and/or change in order to fit the situation.

9. Use the activities for People Making Rules that Involve Consideration of Others and Provide for the Health and Safety of All (located on pp. 29-30 of the All About Me Kindergarten Curriculum), to develop the ideas that families develop rules to govern and protect family members and people in school groups develop rules to govern and protect themselves.

10. Use the integrated literature unit, *Duck for President* by Doreen Cronin, to introduce voting, while reviewing setting, plot, and characters.

<table>
<thead>
<tr>
<th>All About Me Kindergarten Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Goes to School Activities</td>
</tr>
<tr>
<td>Myself and Others Kindergarten Curriculum</td>
</tr>
<tr>
<td>David Goes to School Feelings Lesson</td>
</tr>
<tr>
<td>All About Me Kindergarten Feelings Lesson</td>
</tr>
<tr>
<td>Duck for President</td>
</tr>
</tbody>
</table>
## Social Studies

### Kindergarten Social Studies Standard 4.2

Civic participation takes place in multiple groups.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. What qualities make people good citizens?
2. Why would people want to have friends from different groups?
3. What can you do to be an active and helpful member of your class and school?
4. How are characteristics of a responsible citizen demonstrated?
5. How can people in a community work together to fairly resolve an issue or conflict?

### Evidence Outcomes:

- a. Categorize examples of people and events that relate to civic participation.
- b. Give examples of qualities of a good citizen.
- c. Practice citizenship skills including courtesy, honesty, and fairness in working with others.
- d. Contribute to making and maintaining a community.
- e. Demonstrate positive citizenship skills such as courtesy, honesty, and fairness.
- f. Work productively in both independent and cooperative learning situations.

### Academic Vocabulary:

categorize  
citizen  
citizenship  
civic participation  
courtesy  
fairness  
group  
honesty  
qualities  
quality  
volunteer

### Assessment:

1. Monitor the success of the Building Friendships lesson by watching for students who have trouble making friends. Guide and encourage them to practice implementing strategies presented.

2. Monitor students for accuracy during the mirroring activity in the Enhancing Peer Relationships lesson.

3. Listen and question as students share their drawn picture of their hero and their definition of the characteristics that made their person a true hero.

4. Listen and question as students share their pictures about the right way to respond to circumstances using one of the five themes of citizenship.
## Social Studies
### Kindergarten Social Studies Standard 4.2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Have students draw a picture of a time they were happy, sad, proud, etc. and share that with another student. Monitor for correct identification of emotion.</td>
</tr>
<tr>
<td>6.</td>
<td>Check the completed KWL chart for evidence of understanding in identifying similarities between themselves and others despite existing differences: particularly disabilities.</td>
</tr>
<tr>
<td>7.</td>
<td>Listen and guide students to correctly interpret the friendship situation cards.</td>
</tr>
<tr>
<td>8.</td>
<td>Evaluations are included at the close of the Traits of A Good Citizen lesson.</td>
</tr>
</tbody>
</table>

### Suggested Activities/Strategies:

1. Introduce students to strategies for Building Friendships with this [complete unit](#).

2. Introduce strategies to help students with the problem of wanting to be first with this lesson on [Enhancing Peer Relationships](#).  

3. Use the [What is a Hero lesson](#) to investigate the characteristics of a real hero.  

4. Explore the [Five Themes of Citizenship](#) with these activities and allow students to share their own real-life experience with one of the themes through drawings.  

5. Use this interactive story, [Arthur's About Face](#), as a whole group activity to practice recognizing a variety of emotions.  

6. [Celebrating All of Us](#) shows students their similarities and differences to their classmates.  

7. Use any of the activities listed at the end of the Fall Friendship Good Choices situation cards to help students identify good versus bad friendship choices.

### Resources/Technology:

**Friend Activities**

- [Characteristics of a Good Citizen](#)
- [Be the Difference](#)
- [Picture Books on Citizenship](#)
- [Kindergarten Social Studies Database](#)

**Civics Activities**

- [Character Word Posters](#)
- [Citizenship Cards Monday-Friday](#)
- [All About Me Kindergarten Curriculum](#)
- [Kindergarten Big Book of Social Studies](#)
- [Myself and Others Kindergarten Curriculum](#)
Social Studies
Kindergarten Social Studies Standard 4.2

<table>
<thead>
<tr>
<th>Fall Friendship Good Choices Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traits of a Good Citizen</td>
</tr>
</tbody>
</table>

8. Focus on truthfulness, responsibility, and respect with Traits of Good Citizen Lesson.