

Mansfield Public Schools
Kindergarten - Social Studies Curriculum

Introduction

General Student Performance Goals and Expectations

Students will demonstrate through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work, their ability to:

Essential Questions to Guide Each Unit

Each essential question is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

History:

- How do migrations impact geography and how does geography influence migration? (1, 3, 9, 11, 12, 13)
- What are the consequences, both intended and unintended, of migration to: culture, economy, government, way of life, and the physical environment? (1, 2, 3, 4, 5, 9, 11, 12, 14)
- How have migration and immigration contributed to the diversity of the American people and the idea of America as a continually changing mosaic? (1, 2, 3, 4, 5, 7, 9, 11)

Geography:

- What are the physical features of a region, and how do they influence the daily life of the people? (1, 2, 9, 11, 12)
- What are the political boundaries of a region? (7, 10, 11)
- What are the ways people depend on, adapt to, and alter the physical environment? (1, 2, 9, 10, 11, 12)
- Name the major physical features (mountains and bodies of water) in each region and locate them on a map. (9, 10)
- Name the states and major cities in the region and locate them on a map. (9, 10)

Connections to Life Today:

- How have each region's geography and history influenced the everyday life of the people of the region? (1, 2, 3, 9, 10, 11, 12, 14)
- What are the major ethnic groups in each region and how do they contribute to the region's cultural diversity? (1, 2, 3, 8, 9, 11)
- What do people in the region do for work? (1, 2, 9, 11, 13)
- Are there any foods, customs, religions, holidays, celebrations, or other cultural elements, which are significant to the region? (1, 2, 3, 4)

****Connecticut Standard Number 4 (Applying History) – will be integrated into each area of the curriculum. Students will constantly be encouraged to strive to recognize the importance of historical thinking and historical knowledge in their own lives and in the world in which they live.**

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|--------------------------------|---|--|--|---|
| Our News Current Events | <ul style="list-style-type: none"> - Participate in on-going experiences with school, home, and community news stories. - Discuss relevant and age appropriate current events and participate in related activities at school, home, and the community. | <ul style="list-style-type: none"> - Contribute his/her own news for Daily News, chart stories, and discussions. - Be encouraged to share in discussions; respectful active listening and appropriate responses are emphasized. - Draw and/or write about special events, family and friends, and/or up-coming plans. - Share and discuss drawing and writing efforts. - Discuss newsletters, flyers, notes sent home from class, school, and the community. - Establish a "Lovely Day" - weekly students can share and discuss a special toy, item, animal, or person and possibly bring them to school | <ul style="list-style-type: none"> - On-going Teacher Observation of student participation and understanding. - Student's Journals and Stories - Anecdotal records and Portfolio collections showing student's progress in Writing Workshop, oral language development, and understanding of concepts. - Completion of Activity pages from student's newspaper (Kind News) | Kind News, Humane Society The Writing Spot. Great Source Education Group, Houghton Mifflin Houghton Mifflin Anthology The Responsive Classroom, Northeast Foundation for Children Teaching Young Children Using Themes, Major Kostelnik |

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|---|---|---|--|
| Our Holidays and Customs American Heritage | <ul style="list-style-type: none"> - Identify special events and how they relate to their lives. - Know that people celebrate important events. - Be introduced to traditional American holidays and customs | <ul style="list-style-type: none"> - As holidays, special events, and birthdays are observed throughout the year, discuss what families do and if they celebrate, involve families in this sharing - Display pictures, charts, poems to coincide with special events. - Read a variety of literatures about special celebrations and important family time. - Be introduced to a diverse racial, ethnic, gender, and religious mix of important Americans (present and past). | <ul style="list-style-type: none"> - Teacher Observation and Anecdotal information - Portfolio collection of projects, drawings, and/or writings. - Photographs of student's work. | Houghton Mifflin Anthology, Theme 3: We're a Family Teaching Young Children Using Themes, Marjorie Kostelnik Anti-Bias Curriculum, L. Derman-Sparks Patriotic Songs and Marches, Denis Buck, CD A Child's Celebration of Folk Music, Music for Little People |

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|--|--|---|--|---|
| <p>Ourselves</p> <p>Self/Environment</p> | <ul style="list-style-type: none"> - Identify talents, interests, and characteristics of each student through his/her activities and work to promote a positive self-concept - Establish familiarity and become comfortable with school friends, staff, and facilities - Identify five senses as an important part of self and how he/she learns. | <ul style="list-style-type: none"> - Participate in classroom activities, which develop concept of self, family, and ancestors. - Create books about each child, i.e. "I Like Me" and "My Family" - Have opportunities for family members to visit school. - Bring in photographs of self and family and discuss them with class - Learn and identify friends through ongoing activities - Take and display photos of classmates and school staff - Go for get acquainted walks throughout school. | <ul style="list-style-type: none"> - Teacher observation of participation in activities. - Collection of portfolio material (projects, writing workshop products, and photos) - Class and/or individual books | <p>Houghton Mifflin Anthology, Theme 1: Look at Us</p> <p>The Responsive Classroom, Northeast Foundation for Children</p> <p>All Kinds of Families books</p> <p>Getting to Know Myself, Hap Palmer CD</p> <p>Developing Multicultural Awareness Through Children's Literature</p> <p>School Personnel</p> |

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|----------------------------------|--|--|---|--|
| Our Environment Geography | <ul style="list-style-type: none"> - Become aware that we are all from different environments in the town, country, and world. - Identify how physical changes affect our lives. - Be exposed to a variety of maps and globes with symbols and terminology. | <ul style="list-style-type: none"> - Observe and explore the classroom/school environments, home, and community settings and develop maps using objects and pictures. - On-going when reading books, point out locations on maps and/or globes. - Discuss how we represent things with other things. Relate this to how maps represent places in our world. - Learn their addresses and discuss where they live in our community - Learn their phone numbers and make a "Good News" phone call during the school year. - Learn and understand that #911 is for Emergency Help (ambulance, police, and firefighters) in our community | <ul style="list-style-type: none"> - Teacher observation of participation in activities and anecdotal records. - Portfolio collection of drawings, writings, mappings, and other projects. - Photographs | Houghton Mifflin Anthology, Theme 6: Sunshine and Raindrops The Wonderful World of Maps, J. Madden Maps and Globes, J. Knowlton Raffi CDs and Tapes |

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|---|---|--|--|---|
| <p>Ourselves and Getting Along with Others</p> <p>Peace, Interdependence, and Citizenship</p> | <ul style="list-style-type: none"> - Realize that he/she has certain rights and responsibilities as a group member - Recognize and respect ways which individuals, families, and groups are the same/different. - Participate in ongoing work and play experiences, which promote problem solving and cooperation. - Learn key words and behavioral strategies, i.e. Kindness, Responsibility, Patience, Perseverance, Tolerance...to follow "The Golden Rule" - Experience and appreciate customs, beliefs, and behaviors of cultures other than their own. - Identify rules and explain the need for them. - Be able to name and demonstrate positive ways to handle conflict. | <ul style="list-style-type: none"> - Participate in specific cooperative projects. - Discuss model, role play appropriate behavior and problem solving. - Establish a classroom philosophy "Golden Rule" and create Caring Rules. Generate from students, display rules, reread, model, and discuss regularly. - "Caught Being Good", using coins, cotton balls or other objects point out when positive behavior is observed. Work towards group goal of a party/extra recess when goal is met (jar is filled.) *Extension activity- count cotton balls and trade in for coins, end of year donate to community and/or charity. - Invite family and community members as resource people to share their jobs, talents, and stories | <ul style="list-style-type: none"> - Teacher observation of student behaviors and degree of participation | <p>Houghton Mifflin Anthology, Theme 4: Friends Together</p> <p>The Responsive Classroom, Northeast Foundation for Children</p> <p>Anti-Bias Curriculum, L. Derman-Sparks</p> <p>Teaching Children to Care, Ruth Charney</p> <p>Getting to Know Myself, Hap Palmer CD</p> <p>Piggyback Songs, Kimbo Educational CD</p> <p>Raffi CDs & Tapes</p> <p>Button Soup, Doris Orgel</p> <p>Golden Rule Poster</p> <p>Key Word Posters / Pictures, Creative Teaching Press</p> |

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---------------------------|--|--|--|--|
| Our Work Economics | <ul style="list-style-type: none"> - Distinguish between a want and need - Develop an understanding of how goods and services are produced, distributed, exchanged, and consumed. - Develop an awareness of the concept that money is exchanged for goods and services in family, school, and community settings. | <ul style="list-style-type: none"> - Utilize classroom pretend/dramatization and center areas. Students will act out real life situations and make signs and props for areas as appropriate - Participate in field trips throughout the community - Introduce real money - names and values (correspond to math curriculum and Unit 5, S.S., Coins of Kindness) - Visit the kitchen for a tour and observe the money being exchanged | <ul style="list-style-type: none"> - Teacher observation of student's participation and understanding | Houghton Mifflin Anthology, Theme 7: Wheels Go Around Houghton Mifflin Anthology, Theme 8: Down on the Farm |