

Spring 2009



# History and Social Science Curriculum Guide

## Kindergarten

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# Amherst County Public Schools History and Social Science Curriculum Guide

## Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

### Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

### Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

### Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

### Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

## Amherst County Public Schools Kindergarten History and Social Science Curriculum

**SOL: K.1a-b**

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that history is events that have already happened</p> <p>2) Distinguish long ago/past/present through legends, stories, and historical accounts</p> <p>3) Identify Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln</p> <p>4) Identify the relationship between Powhatan and Pocahontas</p> <p>5) Recognize that the leader of the United States is the President.</p>	<p>1) Teacher leads a discussion about student birthdays contrasting their birthdays to the birthday of the teacher. Introduce America's birthday and discuss Independence Day.</p> <p>2) Teacher shows a collection of pictures and books depicting different time periods, pointing out changes over time.</p> <p>3) Teacher reads available literature on Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln, and Martin Luther King, Jr.</p> <p>4) Students sing available songs about the historical characters in SOL K.1.</p>	<p>Pictures of famous Americans and holidays</p> <p><i>The Quilt Story</i></p> <p>Internet</p> <p>School Library</p> <p>Community Library</p> <p>Songs</p> <p>Plays (Internet is a good resource for plays)</p> <p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/">www.amherst.k12.va.us/</a> Media Center Web Collection</p> <p>Guest Speaker(s)</p>	<p>K.2</p> <p>K.9</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Define the term holiday</p> <p>7) Explain the importance of: Thanksgiving Day Martin Luther King, Jr. Day Presidents' Day, and Independence Day.</p> <p>8) State nicknames of George Washington, "Father of Our Country", and Abraham Lincoln, "Honest Abe."</p> <p>9) Identify the month of each holiday in SOL K.1</p> <p>10) Identify America's birthday and give its date.</p>	<p>5) Students participate in plays related to the historical characters of SOL K.1.</p> <p>6) Students dress-up as their favorite historical character from SOL K.1.</p> <p>7) Teacher leads discussion of the Pilgrims and students role play being the Pilgrims at Thanksgiving.</p> <p>8) Teacher leads discussion of the American Indians and their aid to the Pilgrims.</p> <p>9) Thankerchief activity: students are seated in a circle and the teacher passes a handkerchief chanting "Thankerchief, thankerchief around you go, where you'll stop we do not know, but when you do someone will say what he or she is thankful for today."</p> <p>10) Students make "I am Thankful" booklets.</p> <p>11) Invite a guest speaker from the local Monacan Indian tribe.</p>	<p>Card sorts/matches <i>Arthur Meets the President</i> by Marc Brown</p> <p>Patriotic music</p> <p>Website: <a href="http://chumby.dlib.vt.edu/melissa/posters">http://chumby.dlib.vt.edu/melissa/posters</a></p> <p>United Streaming</p> <p><i>Let's Read About Pocahontas</i> by Kimberly Weinberger (ISBN: 0-439-56148-5)</p> <p><i>The True Story of Pocahontas</i> by Lucille Recht Penner (ISBN: 0-679-86166-1)</p> <p><i>Virginia Indians: An Educational Coloring Book</i> written and illustrated by Jean S. Adams (Martinsville, VA)</p> <p><a href="http://www.kindernetonline.com">www.kindernetonline.com</a></p>	
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	<p>12) "I Have a Dream" activity: Students dictate their dreams for a better world and draw a picture about it. Review Martin Luther King Jr.'s dream.</p> <p>13) Teacher shows pictures of historical characters and holidays from SOL K.1.</p> <p>14) Students color pictures of historical characters in SOL K.1 and cut out the picture to make a face mask.</p> <p>15) Teacher shows a picture of the current president and talks about him being the leader of the country.</p> <p>16) Teacher reads <i>Arthur Meets the President</i> and leads class discussion.</p> <p>17) Students dictate "If I were President---." Teacher records responses.</p> <p>18) Read available literature about George Washington and Abraham Lincoln. Discuss why they are honored on Presidents' Day.</p>		
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	<p>19) Students make hats that represent Washington (three-corner hat) and Lincoln (top hat).</p> <p>20) Students create calendars showing the dates for the holidays in SOL K.1.</p> <p>21) Teacher plays patriotic music in the classroom.</p> <p>22) Teacher leads discussion of America gaining its independence.</p> <p>23) Students develop an American flag using painted hand prints.</p> <p>24) Read <i>Abe Lincoln's Hat</i>. Students write a letter to Abe and put it in a hat to take home.</p> <p>25) Read <i>If You Grew up with George Washington</i>.</p> <p>26) Sing: Betsy Ross (tune to London Bridge):  <i>Betsy Ross made our first flag, our first flag, our first flag. Betsy Ross made our first flag a long time ago.</i></p>		
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	<p>27) Students participate in skits about famous Americans. Use web-site: Kindernetonline. Com</p> <p>28) Students create a foldable for each of the historical characters and holidays in SOL K.1.</p> <p>29) Students create illustrations of the historical characters and holidays of SOL K.1.</p> <p>30) Students study pictures of the historical characters in SOL K.1 and discuss how the characters would look today, comparing and contrasting past and present.</p> <p>31) Students, using brainstorming techniques, illustrations, role-play, etc., compare Thanksgiving Day in the past (1600s) to Thanksgiving Day in the present.</p> <p>32) Card sorts/matches of the historical characters and holidays of SOL K.1.</p>		
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	<p>33) Students discuss and draw pictures of how they celebrate the holidays in SOL K.1.</p> <p>34) Coloring book showing dwellings, food, symbols, and activities (<i>Virginia Indians: An Educational Coloring Book</i> written and illustrated by Jean S. Adams (Martinsville, VA).</p> <p>35) Expand discussions of Pocahontas to include her father, Chief Powhatan.</p> <p>36) Students create Indian headbands displaying Powhatan's picture. Each feather of the headband has a fact about Powhatan.</p> <p>37) Use KWL charts</p> <p>38) Create concept cards for games.</p> <p>39) Race to the Governor's House for Kindergarten (add picture card of Powhatan)</p>		
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## Amherst County Public Schools Kindergarten History and Social Science Curriculum

**SOL: K.2**

**The student will describe everyday life in the present and in the past and begin to recognize that things change over time.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Distinguish between past, long ago, and present</p> <p>2) Recognize that things change over time</p> <p>3) Identify how people learn about the past</p>	<p>1) Teacher reads available literature such as <i>The Quilt Story</i>, <i>Little House on the Prairie</i> books, and <i>Homeplace</i> to discuss changes over time.</p> <p>2) Teacher shows available videos on the life of George Washington, Betsy Ross, Abraham Lincoln, Powhatan, and Pocahontas from the Amherst Media Center. Compare past and present.</p> <p>3) Teacher shows pictures of past and present day scenes. Class discusses the differences and the changes that have occurred.</p> <p>4) Students play a concentration game using pictures of past and present items for matching.</p>	<p><i>The Quilt Story</i> by Tony Johnston</p> <p><i>Homeplace</i> by Anne Shelby</p> <p><i>Little House on the Prairie</i> by Laura Ingalls Wilder</p> <p><i>A Picture Book of Washington and Lincoln</i> - available from Scholastic, Trumpet or Troll.</p> <p>Virginia Reader's-Virginia Experience Series – <i>Pocahontas, George Washington, Abraham Lincoln and Betsy Ross</i>-available at Little Dickens bookstore in Lynchburg.</p> <p><i>Kindergarten Mailbox</i> magazine</p> <p>Internet (LessonPage.com is a good one)</p>	<p>K.1</p> <p>K.7</p> <p>K.9</p> <p>Science K.9</p> <p>English K.1, 2, 5, 6</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students build log cabins using Lincoln logs, pretzels construction paper, Play-Doh or corrugated paper. They also construct their own homes from available materials. Students compare their home to Lincoln's. Ask the students to think about how Lincoln read, traveled, worked, et cetera and compare to today.</p> <p>6) As a class, compare homes of the past and present.</p> <p>7) Students draw pictures comparing past and present.</p> <p>8) Fieldtrip: Visit the Wax Museum at Natural bridge.</p> <p>9) Compare past and present throughout the school year as opportunities arise.</p>	<p>Amherst County Public Schools Media Center</p> <p>School Library</p> <p>Local community libraries</p> <p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/">www.amherst.k12.va.us/</a> Media Center Web Collection</p> <p>Pictures of past and present</p> <p>Materials for building log cabins and present day homes</p> <p>United Streaming</p>	
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**Amherst County Public Schools  
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**SOL: K.3**

**The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Use positional words to describe the location of people, places, and things.</p> <p>(This concept will also be used in math SOL 1.15 when students describe the proximity of objects in space)</p>	<p>1) Students sing and do the motions to the song “The Hokey Pokey”.</p> <p>2) Students match opposites (concentration game) from pictures.</p> <p>3) Teacher and students play “Simon Says.” May use a name of a famous American instead of Simon to reinforce SOL K.1 and K.2.</p> <p>4) Teacher provides directions for students to follow such as Johnny please put the shell under the table or Johnny touch your right ear.</p> <p>5) Teacher reads available literature about opposites such as <i>Paddington’s Opposites</i>.</p>	<p>Records/CDs available at Amherst County Media Center</p> <p>Picture cards available at Little Dickens Bookstore in Lynchburg</p> <p>School Library</p> <p>Local community library</p> <p>Magazines-<i>The Teacher’s Helper or Mailbox</i>.</p> <p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/">www.amherst.k12.va.us/</a> Media Center Web Collection</p> <p>Stuffed animal</p> <p>Pictures of historical characters from SOL K.1</p>	<p>K.4</p> <p>K.5</p> <p>English K.2 and K.5</p> <p>Science K.4</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students play “Where’s Ribbit”. Using a small stuffed frog or other stuffed animal, teach the students to use positional words by partially hiding the frog or other animal in the classroom each evening. The next day, the students discreetly look for the animal. Teacher asks someone to describe in detail Ribbit’s position using appropriate positional words.</p> <p>7) Using pictures of historical figures from SOL K.1, students use positional words to describe the locations of the pictures.</p> <p>8) Students place different body parts in positions stated by the teacher, such as place hand under the desk top, place head on the desk top, et cetera.</p> <p>9) Teacher displays various pictures from magazine, books, etc. and asks the student to use positional words to describe things in the picture(s).</p>	<p>Pictures from magazines and books</p> <p><i>Paddington’s Opposites</i> by Michael Bond</p>	
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## Amherst County Public Schools Kindergarten History and Social Science Curriculum

**SOL: K.4**

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>1) Recognize a map and a globe</li> <li>2) Distinguish between a map and a globe</li> <li>3) Distinguish land and water features on a map and globe</li> <li>4) Locate land and water features on a map and globe</li> <li>5) Use maps and globes to locate places referenced in stories and real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>1) Students dictate to the teacher directions to Grandma’s house, friend’s house, et cetera. They draw a picture of their travel.</li> <li>2) Using a large United States map, students locate Virginia.</li> <li>3) Teacher displays a map and globe in the classroom. Discuss the differences in the two. Discuss where water and land is featured on each and how to distinguish the two. From time to time, students review by locating water and land features.</li> <li>4) Students draw pictures/maps of their favorite places to play.</li> </ul>	<p>Maps and globes</p> <p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/MediaCenterWebCollection">www.amherst.k12.va.us/Media Center Web Collection</a></p> <p><i>Trudy’s Time and Place House</i> CD by Edmark</p> <p>School and Public Libraries</p> <p><i>Geography from A to Z</i> by Jack Knowlton.</p> <p><i>As the Crow Flies: A First Book of Maps</i> by Gail Hartman</p> <p><i>Polar Express</i> by Chris Van Allsburg</p>	<p>K.3</p> <p>K.5</p> <p>English K.1, K.2, K.5, K.11</p>
			<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) As a class draw a map of the classroom. Students find various items from instructions the teacher gives. Ex. I spy something that is red over in this section. The teacher will point to that part of the classroom drawing.</p> <p>6) Teacher reads <i>Geography from A to Z</i> by Jack Knowlton. Explain that some topographic features are land and some are water and some are a combination of the two. Reread the story and have the children identify the features by drawing the correct response.</p> <p>7) Teacher hides something in the classroom and creates a map of where the treasure is hidden. Using the map, students go on a treasure hunt to find the treasure.</p> <p>8) Students create a paper mache globe. They paint water features and glue teacher drawn, cut-out continents to the globe.</p>		
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	<p>9) Students explore directionality (north, south, east, west) on the computer.</p> <p>10) Using a map, students trace around the state of Virginia with crayons, markers, or Play-Doh.</p> <p>11) Teacher reads available literature, for example <i>As the Crow Flies: A First Book of Maps</i> by Gail Hartman.</p> <p>12) While locating land and water features on maps and globes, students will use positional words from SOL K.3.</p> <p>13) Throughout the school year, when reading stories, use maps and globes to locate the setting of the story. Review distinguishing difference between land and water features</p> <p>14) Read <i>Polar Express</i>. Using a globe, students place a star on the various places visited.</p>		
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**Amherst County Public Schools  
Kindergarten History and Social Science Curriculum**

**SOL: K.5**

The student will develop an awareness that maps and globes

- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) State that a map shows the location of places and things.</p> <p>2) State that a globe is a round model of the earth.</p> <p>3) Explain that maps and globes show a view from above that is smaller than actual size.</p> <p>4) Explain that maps and globes show the position of places or objects.</p>	<p>1) Teacher helps students create a map of the school, classroom, or playground. Teacher asks students if the drawing is the actual size of the area they mapped. Use positional words from K.3 to describe the map(s.)</p> <p>2) Ask students if they have ever been on an airplane, roller coaster, or Ferris wheel. If so, ask them to think of how the objects below looked. Were they smaller? Were they in the same location? Relate this to map views.</p> <p>3) Teacher and students make a paper mache model of the globe. Distinguish land and water (SOL K.4)</p>	<p>Maps and globes</p> <p><i>Trudy's Time and Place</i> CD by Edmark</p> <p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/MediaCenterWebCollection">www.amherst.k12.va.us/Media Center Web Collection</a></p> <p>Paper mache materials</p> <p>Map of local region</p>	<p>K.3</p> <p>K.4</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Use maps and globes throughout the school year.</p> <p>5) Using a map of the local community, (town, city, or county) discuss the basic concepts about maps.</p> <p>6) Compare a map of the local region to a map of Virginia to a map of the United States to the globe.</p>		
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**Amherst County Public Schools  
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**SOL: K.6**

The student will match simple descriptions of work that people do with the names of those jobs.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that people do different kinds of work</p> <p>2) Describe the work of doctors, builders, teachers, cooks, farmers, and firefighters</p> <p>3) Define work and job</p>	<p>1) Early in the school year, take the students on a tour of the school and introduce them to the various school personnel, explaining their respective work/jobs. Teacher may hide a stuffed animal or class mascot and have the students ask school personnel if they have seen it. At the end of the tour, return to the classroom and the mascot is there having juice and a snack. Students choose one of the personnel and illustrate the personnel's work.</p> <p>2) Community Helpers Day. Various people, including parents, serve as guest speakers to discuss their work/jobs with the students. Pay particular attention to the jobs of SOL K.6</p>	<p><i>The Mailbox Magazine</i></p> <p><i>The Mailbox Reproducible Activities</i></p> <p><i>Pig, Pig Gets A Job</i> by David McPhail</p> <p><i>I Want to be a Teacher</i> by Carla Greene</p> <p><i>Worksong</i> by Gary Paulsen</p> <p><i>Mommies at Work and Daddies at Work</i> by Eve Merriam</p> <p><i>Fire Fighters</i> – available through Scholastic</p> <p><i>I'm a Firefighter</i> – available through Scholastic</p> <p><i>Mr. Cookie Baker</i> by Monica Wellington</p> <p><a href="http://www.ecedweb.unomaha">http://www.ecedweb.unomaha</a>.</p>	<p>K.7</p> <p>English K.1, K.5, K.7</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher observation</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>3) Teacher reads available literature about jobs/work.</p> <p>4) Students match pictures of people performing their jobs with the name of the job.</p> <p>5) Students play games such as Who Wears This Hat? Provide different hats for the students to see. Students match hats with pictures of various community helpers.</p> <p>6) Students sing the following song:          “All Around the Town”          (Sung to the tune of “Pop Goes The Weasel”)          All around our town you ride,          Looking for some helpers,          What does <u>(student)</u> want to be? What kind of helper?          Student responds.</p> <p>7) Students role play various workers and play “Guess my Job?”</p>	<p><i>Econ and Me</i> video series available through PBS or Virginia Department of Education Media Division.</p> <p><a href="http://www.vde.edu/elementary/elementary.html">edu/elementary/elementary.html</a></p> <p><a href="http://www.fte.org/teaches/lessons/lessons.htm">http://www.fte.org/teaches/lessons/lessons.htm</a></p> <p><a href="http://www.vcee.org">www.vcee.org</a></p> <p><a href="http://www.economicsamerica.org">http://www.economicsamerica.org</a></p> <p><a href="http://www.yahooligans.com/school_bell/social_studies/Economics/">http://www.yahooligans.com/school_bell/social_studies/Economics/</a></p> <p>Lynchburg College Center for Economic Education  <a href="http://www.lynchburg.edu/EconomicEducation">http://www.lynchburg.edu/EconomicEducation</a></p>	
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	<p>8) Fieldtrips: Students visit a bakery, fire department, police station, farm, court room, et cetera. <u>Focus on jobs of SOL K.6.</u></p> <p>9) Teacher writes on chart paper for the children to read and sing the following poem:</p> <p style="text-align: center;"><b>JOBS</b></p> <p>Mommies and daddies And grandparents, too, Are people with jobs- With jobs that they do.</p> <p>Aunts and uncles And neighbors, it's true Are people with jobs – With jobs that they do.</p> <p>Boys and girls Have jobs that they do. I have a job- How about you? (From <i>Mailbox Reproducibles</i>)</p>	<p><a href="http://www.pen.k12.va.us/VDOE/Instruction/info.pdf">www.pen.k12.va.us/VDOE/Instruction/info.pdf</a> for the following:</p> <p>a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i></p> <p>b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p>	
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**Amherst County Public Schools  
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**SOL: K.7**

**The student will**

- a) recognize that people make choices because they cannot have everything they want;  
b) explain that people work to earn money to buy the things they want.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define choice</p> <p>2) Explain why people must make choices</p> <p>3) Identify peoples' basic needs (food, clothing and shelter).</p> <p>4) Identify wants (things people would like to have).</p> <p>5) Explain the difference between needs and wants.</p> <p>6) Define money</p> <p>7) Explain how people earn and use money</p> <p>8) Identify examples of money</p>	<p>1) Teacher leads a brainstorming activity of choices students have made.</p> <p>2) Students cut pictures from magazines and paste on a sheet of paper labeled wants and needs.</p> <p>3) Students and teacher play a game where the teacher says "I'm going to the store and I'm going to buy _____. Is that something that I need or want?"</p> <p>4) Using flash cards or pictures, students identify needs or wants.</p> <p>5) Students play a concentration game matching pictures of needs and wants.</p>	<p>Teacher created activities</p> <p><a href="http://www.amherst.k12.va.us/MediaCenterWebCollection">www.amherst.k12.va.us/Media Center Web Collection</a></p> <p><i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst</p> <p><i>The Ox-Cart Man</i> by Donald Hall</p> <p><i>Bunny Money</i> by Rosemary Wells</p> <p><i>Money, Money, Money</i> by Ruth Belov Gross</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><a href="http://www.ecedweb.unomaha.edu/elementary/elementary.Html">http://www.ecedweb.unomaha.edu/elementary/elementary.Html</a></p>	<p>K.1</p> <p>K.2</p> <p>K.6</p> <p>K.11</p> <p>1.8</p> <p>1.9</p> <p>English K.1, K.2, K.5</p> <p>Math K.7</p> <p>Science K.6</p>

<p>9) Recognize that people give up something when they make a choice</p>	<p>6) Teacher creates a classroom store. Students use play money to purchase goods. (Could be used with a behavior management program).</p> <p>7) Recall the unit on American Indians and Pilgrims (K.1) or choose other historical figures, such as Abraham Lincoln, George Washington or Betsy Ross. Discuss the needs and wants of these people versus today. How were goods purchased? What did the American Indians use to purchase goods?</p> <p>8) Students draw a picture of something they would like to have and decide if it is a need or a want.</p> <p>9) Students create a Needs and Wants Chart by pasting appropriate pictures under the correct heading of the chart.</p> <p>10) Show pictures of paper money and coins or show the real currency. Integrate with K.7 math activities.</p>	<p><i>The Econ Song Book - Old Tunes with an Economics Twist</i> by Martha C. Hopkins James Madison University Center for Economic Education</p> <p><a href="http://www.fte.org/teaches/lessons/lessons.htm">http://www.fte.org/teaches/lessons/lessons.htm</a></p> <p><a href="http://www.vcu.edu/busweb/vcee">http://www.vcu.edu/busweb/vcee</a></p> <p><a href="http://www.economicsamerica.org">http://www.economicsamerica.org</a></p> <p><a href="http://www.yahooligans.com/school_bell/social_studies/Economics/">http://www.yahooligans.com/school_bell/social_studies/Economics/</a></p> <p><a href="http://www.pen.k12.va.us/VDOE/Instruction/info.pdf">www.pen.k12.va.us/VDOE/Instruction/info.pdf</a> for the following: a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i> b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p>Internet Safety books from school libraries and IT staff</p>	<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher observations</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>11) Review the jobs in SOL K.6 and discuss why people work and how people use money.</p> <p>12) Kindergarten Shops:  a) Students perform a classroom job, receive money for the job (envelop with 10-20 pennies depending on jobs and completion rates-may use paper play money). May also integrate math counting skills</p> <p>b) Divide class into 2 groups, shopkeepers and consumers. Both groups help shopkeepers display pictures of objects for the different shops (candy shop, toy shop, pet shop, etc.) Pictures are priced 1-10 cents.</p> <p>c) Consumers use pay envelop money to make purchases from the shops.</p> <p>d) Groups switch roles</p> <p>e) Count profits of shops and money of consumers</p> <p>13) Teacher reads available literature about choices, money, needs, and wants.</p>	<p>Lynchburg College Center for Economic Education  <a href="http://www.lynchburg.edu/EconomicEducation">http://www.lynchburg.edu/EconomicEducation</a></p> <p>TE Notebook for FACE</p> <p>KWL Charts</p> <p>Questioning techniques  Play money, blocks, or other manipulatives</p> <p>Magazines and other picture sources</p> <p><a href="http://www.richmondfed.org/education/for_teachers/">http://www.richmondfed.org/education/for_teachers/</a></p>	
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	<p>14) Students sing songs about needs and wants.</p> <p>15) Students illustrate choices and decision-making</p> <p>16) FACE Project Character Lessons and Internet Safety Lessons – incorporate the concept of choice and the importance of making good choices.</p> <p>17) Integrate the idea of choice and decision-making throughout science, math, and language arts activities as well as other classroom activities throughout the school year.</p> <p>18) Student story telling about their own experiences with having choices and decision-making</p> <p>19) KWL Charts</p> <p>20) Students role-play choices and decision-making activities.</p> <p>21) Choice of pencil grips during writer’s workshop</p>		
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	<p>22) Students search magazines and make choices. Explain what they gave up in making their choices.</p> <p>23) Generate a picture file and have students choose from the file and tell what their second choice would be (what they gave up to make their choice)</p> <p>24) Search magazines and the Internet for pictures of people at work. Display the pictures for students. Students explain what, how, where, and why people work. Discuss what people earn when they work and how they use their earnings.</p> <p>25) Examine jobs within the school. Discuss choices the workers have to make each day and why the people work.</p> <p>26) Students earn play money for classroom jobs. The money is used to purchase items from grocery ads for a Thanksgiving meal.</p>		
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## Amherst County Public Schools Kindergarten History and Social Science Curriculum

**SOL K.8 a-g**

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision-making in the classroom;
- g) participating successfully in group settings.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe actions of a good citizen.</p> <p>2) Demonstrate being a good citizen throughout the school year.</p> <p>3) Know that being a good citizen involves taking turns and sharing, taking care of one's things, respecting others' property, being honest, practicing self-control and being kind to others; following rules; participating in decision-making activities; and working well in group settings.</p>	<p>1) Teacher prepares a bulletin board to highlight the many workers in the community. Cover the board with light blue paper. Add a title and some clouds. Ask students to help choose several community destinations. Decorate construction paper to resemble those places; then mount them on the board so that they resemble the buildings. Cut a few corresponding sheets of construction paper into strips. Have each child choose a strip of paper to coordinate with one community place. Label the strip with the helper and</p>	<p><i>The Mailbox</i> –January Activities –Kindergarten</p> <p>Teacher created materials</p> <p>Bulletin board materials</p> <p><i>Al's Pals</i> (available in each kindergarten in Amherst County Public School)</p> <p><i>Character Counts</i>. (Adopted by Amherst County Public Schools)</p> <p><i>Talk It Out-Conflict Resolution in the Elementary Classroom</i> by Barbara Porro.</p> <p>School and public libraries</p>	<p>K.7</p> <p>English K.1, K.2, K.3, K.5, K.6, K.10, K.11</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p> <p>Teacher Observations</p>

<p>4) Recognize that good citizens take responsibility for their actions.</p> <p>5) Describe a community.</p> <p>6) Define the terms community, rule, consequence, and self-control.</p> <p>7) Recognize that there are consequences for breaking rules.</p> <p>8) Recognize that good citizens take responsibility for certain chores.</p>	<p>mount it on the board to make the buildings “grow”. Continue to add to the buildings as students think or learn about other helpers who work in their community.</p> <p>2) Students complete the sentence My name is _____ . I am a citizen of Amherst. I like to _____ in Amherst. Students cut and paste pictures of activities that they like to do.</p> <p>3) Remind students that being a good friend to those in the classroom is being a good citizen. They draw a picture of being a friend.</p> <p>4) Students generate a list of qualities of a good friend. Ask students: How do you feel when someone says something to you that is unkind?</p> <p>5) Always use “Happy Talk” (speaking kindly and respectfully to others). Give recognition to students using “Happy Talk.”</p>		
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	<p>6) Students draw or paint a picture of themselves and a new friend doing an activity that they both like to do.</p> <p>7) Teacher creates a “Classroom Rules” chart from class input (at beginning of year). Teacher should have some rules written prior to the first day of school. Place the rules in a prominent place in the classroom for students to review each day. This can be an opportunity for students to “read” each day. Relate the rules to being a good citizen in the classroom.</p> <p>8) Teacher displays pictures of children participating in various activities. Students name rules that are associated with the activity and why these rules are important.</p> <p>9) Students play games following the rules.(Simon Says)</p> <p>10) Students illustrate a school rule.</p>		
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	<p>11) Students role play classroom rules and being a good citizen.</p> <p>12) Teacher displays a “Job Helper” chart in the classroom. Students take turns doing certain chores.</p> <p>13) Teacher reads available literature based on friendship such as:  <i>The Rainbow Fish;</i>  <i>Chrysanthemum;</i>  <i>Friends, Friends, Friends;</i>  <i>Little Critters This is My School,</i> and many others.</p> <p>14) Choose a good citizen of the week, a student who has demonstrated the good citizenship skills of SOL K.8. (Try to ensure that all students are recognized throughout the school year.)</p> <p>15) Good citizenship is to be practiced throughout the school year. Always praise displays of good citizenship.</p> <p>16) Students participate in making decisions for the classroom.</p>		
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	<p>17) Cooperative Learning activities (See <i>Cooperative Learning for Little Ones</i> by Lorna Curran)</p> <p>18) KWL Charts</p> <p>19) Connect FACE TE Notebook activities to this SOL</p> <p>20) Connect Internet Safety activities to this SOL</p> <p>21) Teacher modeling of appropriate and inappropriate behavior in a group setting.</p> <p>22) Students role play appropriate behaviors in group settings.</p> <p>23) Divide class into groups in which they work toward a shared goal.</p> <p>24) During election years, allow students to vote and be involved in the decision-making process.</p>		
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**Amherst County Public Schools  
Kindergarten History and Social Science Curriculum**

**SOL: K.9**

**The student will recognize the American flag and the Pledge of Allegiance, and know that the President is the leader of the United States.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to :</p> <p>1) Recognize the American Flag as the national flag.</p> <p>2) Recognize that the United States has a national pledge to the flag.</p> <p>3) Identify the Pledge of Allegiance when heard.</p> <p>4) State that the leader of the United States is the President.</p>	<p>1) Viewing the classroom flag, students use assorted materials-such as paper, graham crackers, red and blue M&amp;M's, et cetera to create a flag.</p> <p>2) Students brainstorm a list of places where the American flag is seen.</p> <p>3) Cut a rectangular piece of white bulletin board paper. Create a blue square in the corner of the rectangle. Paint each student's hand with red paint. Carefully place the hand on the white paper as the stripes of the flag. After this, students place stars on the blue corner. Use star stickers, or student fingerprints.</p> <p>4) Conduct a patriotic parade with students waving flags.</p>	<p>American flag</p> <p>Materials for constructing flags</p> <p>Teacher created activities</p> <p>Newspapers</p> <p>Recording or copy of the Pledge of Allegiance</p> <p><a href="http://www.amherst.k12.va.us/MediaCenterWebCollection">www.amherst.k12.va.us/Media Center Web Collection</a></p> <p>Picture of current President of the United States</p>	<p>K.1</p> <p>1.3</p> <p>1.11</p> <hr/> <p align="center"><b>Assessments</b></p> <p>Teacher-made assessment</p> <p>Teacher Observation</p>

	<p>5) Students listen to the Pledge of Allegiance to the American Flag and begin to recognize it when heard.</p> <p>6) Students sing to the tune of (Frere Jacques):          What is red? What is white?          What is blue? What is striped? What has many stars? What has many stars? Can you guess how many there are? by Sandra Winnett</p> <p>7) During sharing time discuss daily, local or global news referencing the United States President.</p> <p>8) Display a picture of the President of the United States.</p> <p>9) Review the unit on past presidents (K.1). Who is the leader of our country now?</p> <p>10) Writing activity-If I were the leader of our country, I _____.</p> <p>11) Students sing patriotic songs.</p>		
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