

Learning Outcomes		Teaching/Learning Strategies	
<p>The Student will be able to:</p> <ol style="list-style-type: none"> 1. Recall events and/or people celebrated during U.S. national holidays (such as Columbus Day, Independence Day, Martin Luther King, Jr. Day, Presidents’ Day, St. Valentine’s Day, St. Patrick’s Day, Thanksgiving, Christmas) and their importance. (H) 2. Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) 3. Discuss in temporal order personal family events. (H) 4. Correctly apply words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs.) (H) 5. Use correctly the word <i>because</i> in the context of stories or personal experiences. (H) 6. Recall words and phrases that indicate location and direction, such as up, down, near, far, left, right, straight, back, behind, and in front of and use them to explain locations/features in immediate neighborhood of home or school. (G) 7. Tell or show what a map is and what a globe is. (G) 8. State his/her home and school street address, city or town, state, and country in which he or she lives. (G) 		<ul style="list-style-type: none"> - Celebrate national holidays. Read stories about holidays. Discuss important people, events, create a craft/mobile/picture that will help students recall the importance of the holidays. Give students the opportunity to share stories, pictures, trinkets used at home as decorations and/or memorabilia. - Using a previously read story, as a group retell the story in sequential order. Reminding/stressing appropriate use of words such as first, next, last etc. Continue this process by retelling or drawing out a day in school. - Read a story about Thanksgiving traditions. Have students share their family traditions with the class. Broaden the conversation with discussions comparing similarities or differences with past and present celebrations, remembering to include future ideas or hopes. Students could draw a picture representing past, present, and hope/change for the future. - Using a popular Bible story such as Noah’s Ark, ask students to retell the story. Encourage the correct emphasis of the word, because by asking questions with ‘Why’. With teachers’ guidance, students should be encouraged/prompted to complete a sentence or phrase. Noah built an ark...because.... - Go on a walk around school/community. While walking, use correct words or phrases to describe direction being traveled. Make arrows for students to hold. Encourage them to point the arrow in the direction given. Continue direction following in class. Hide an object in the classroom. Orally give directions to student(s) guiding them to the hidden object. - Show students both a map (country, state, and city map) and a globe. Have students compare both, similarities and differences of each. Explain what each is and when or what each can be used for. Using both the school address and students’ address, locate them on the map. 	
<p>In alignment with MA State Frameworks’ Learning Standards:Pre-K-K. 1, 2, 3, 4</p>			
Values/Attitudes	Resources	Assessment	
<p>Develop communication skills. Encourage self-awareness. Acquire a sense of community. Demonstrate honesty.</p>	<p>Books: <u>We Need Directions!</u> by Sarah DeCapia <u>Clifford’s Family</u> by Norman Bridwell</p> <p>Websites: www.enchantedlearning.com www.socialstudiesforkids.com www.bensguide.gpo.gov/k-2/ www.teacher.scholastic.com www.pbs.org/teachersource/</p>	<ul style="list-style-type: none"> - Celebrate Our Nation Day – provide the students the opportunity to celebrate their favorite holiday. Students can dress up as an important person and talk about their favorite holiday including month it is celebrated, important people, and events. - Using students’ daily journals, students retell what they have drawn and explain why. Explanations include retelling in sequential & chronological order and the correct use of the word because when describing why something specific was drawn. - Provide students with an outline map of the school, classroom, hallway, and/or lunchroom. Teacher will direct student to start and end at a specific location. Using the map, the student will draw out the course taken and orally indicating direction taken. 	

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<p>The Student will be able to:</p> <ol style="list-style-type: none"> 1. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, rules, and safety</i> and identify family or community members who demonstrate these qualities. 2. Retell stories and express how the characters demonstrate qualities such as <i>courage, friendship, honesty, respect, and responsibility</i>. 3. Identify and demonstrate some knowledge of important American symbols such as: <ol style="list-style-type: none"> a. Recognize and name the current president of the United States. b. The words of the Pledge of Allegiance c. The melody of the national anthem d. The American flag and its colors and shapes 		<ul style="list-style-type: none"> - Read a story such as <i>Tyrone, the Double Dirty Rotten Cheater</i>. Discuss the events in the story, Tyrone’s actions, the feelings of others, and consequences of actions. Promote student suggestions of rules for home and school. Why do we have rules? Have students draw pictures of school/classroom rules to be posted in the room. Introduce the word, authority and school, country, etc. Students could also draw pictures that demonstrate friendship, respect, and honesty. - Hang an U.S. Map and flag in your classroom. Provide a map of the United States to each student that students can highlight/color on such as the state they live in, their school, etc. Have a picture of the current president. Read books about past presidents and their jobs. Provide newspapers in which students can look for and cut out their own picture of the president and glue on their map. - Talk about the flag, such as colors, number of stripes and stars, and what they represent. Each morning recite, as a class, the Pledge of Allegiance and sing the National Anthem. 	
<p>In alignment with MA State Frameworks’ Learning Standards: Pre-K-K.5, 6, & 7</p>			
Values/Attitudes	Resources	Assessment	
<p>Act responsibly. Promote honesty. Encourage fairness and playing by the rules. Show respect.</p>	<p>Books: <u>Tyrone, the Double Dirty Rotten Cheater</u> by Hans Wilhelm <u>Stellaluna</u> by Janell Cannon <u>King of the Playground</u> by Phyllis Reynolds Naylor <u>The Berenstain Bears Lend a Helping Hand</u> <u>The Berenstain Bears Think of Those in Need</u> by Stan & Jan Berenstain</p> <p>Websites: www.enchantedlearning.com www.socialstudiesforkids.com www.bensguide.gpo.gov/k-2/ www.teacher.scholastic.com www.pbs.org/teachersource/</p>	<p><u>Observational Assessment-</u> -Group Discussions -Drawing/sketches -Observing Student Behavior with adults and other students -Observation: students participation in Pledge of Allegiance and singing of National Anthem</p>	

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<p>The Student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize words relating to work, such as jobs, money, buying, and selling. 2. List different types of jobs both in and out of the home. 3. Express why people work and give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g. credit cards or checks) to buy things they want. 		<ul style="list-style-type: none"> - In a group discussion, talk about work and different jobs. What is it? Talk about different kinds of jobs at home, in school, and other places. Ask students and promote discussions about why people work and what do we need money for. - In a teacher initiated discussion, talk about money. What does it look like? Supply students with coins and bills to examine and compare. What is it used for? Encourage students to provide their ideas of what they would buy, their parents would buy or pay for? What are other ways you can buy things? Use sample checks or sample credit cards as examples of other ways to make purchases. Create a makeshift store in which students must buy and sell items to each other. Take this opportunity to talk about the presidents on U.S. currency. 	
<p>In alignment with MA State Frameworks' Learning Standards: Pre-K-K.8, 9, & 10</p>			
Values/Attitudes	Resources		Assessment
<p>Assume responsibility. Perform cooperatively. Negotiation through sharing. Make good choices.</p>	<p>Books: <u>Fox on the Job</u> by James Marshall</p> <p>Websites: www.enchantedlearning.com www.kidsbank.com www.socialstudiesforkids.com www.bensguide.gpo.gov/k-2/ www.teacher.scholastic.com www.pbs.org/teachersource/</p>		<p>Observational Assessment: Provide students with dress-up clothes, a classroom store type set-up, toy cash register, pretend money, credit cards, and checks – Observe student interaction and playtime with each other. Students explain to each other and/or teacher who they are, what they do (job), why they have a job, what they are buying, and how they will purchase it.</p>

