



Recommended EL / Kindergarten Curriculum Framework

Content: SOCIAL STUDIES: EL / Kindergarten						
Topic: The World Around Me In The Spring (Weeks 29-36)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>SS-E-3.1.2 Consumers use goods and services to satisfy economic wants and needs.</p> <p>POS-SS-P-G-2 Students will visualize where things (e.g., schools, neighborhoods) are located.</p> <p>SS-E-4.4.2 Introduction to how people adapt to or modify their environment (e.g., produce food, build shelter, make clothing) suggested link; seasons: how people relate to climate/weather, geographical features, and natural resources.</p> <p>SS-E-4.1.2 Directions; left and right.</p> <p>POS-SS-P-CS-2 Students will understand that diverse groups celebrate heritage and culture in a variety of ways.</p>	<p>POS-SS-P-E-1 Students will recognize fundamental economic concepts (e.g., wants and needs, making choices, money) as a means of exchange.</p> <p>POS-SS-P-CS-1 Students will recognize language, music, art, dress, food, literature, and folktales as elements of culture.</p>					

Content: SOCIAL STUDIES: EL / Kindergarten

Topic: The World Around Me In The Spring (Weeks 29-36)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>SS-E-2.1.1 Language, music, art, dress, food, stories, and folktales help define culture and may be shared among various groups.</p> <p>SS-E-2.1.2 Role of family in the transmission of culture. Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives. Suggested links; Holidays.</p> <p>POS-SS-P-CS-4 Students will understand how human needs are met through social groups and institutions.</p> <p>SS-E-2.4.1 Tolerance and respect for individual differences.</p>	<p>Geography A.E.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> Recognize that everything has a location. <p>Culture and Society A.E.2.16 Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationship among individuals and among groups.</p> <p>A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p><u>Demonstrators</u></p> <ul style="list-style-type: none"> Recognize family similarities and differences. Explore recognize, and respect the uniqueness of the individual. Recognize and respects the rights of others to display unique characteristics. <p>Economics A.E.2.18 Students understand economic principles and are</p>					

Content: SOCIAL STUDIES: EL / Kindergarten

Topic: The World Around Me In The Spring (Weeks 29-36)

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
	able to make economic decisions that have consequences in daily living. Demonstrators <ul style="list-style-type: none">• Ability to identify wants and needs.					