



## Cultural Curriculum

### Children's House - Kindergarten

#### Civics and Government

##### PA Standards

CC.5.1 K.A Explain the purpose of rules.

CC5.1 K.B Explain the need for rules

CC5.1 K.C Define respect for self and others.

CC5.1 K.E Demonstrate responsibilities in the classroom.

CC5.1 K.F Identify significant American holidays and their symbols.

CC5.2 K.A Identify responsibilities at school.

CC5.2 K.B Identify a problem and discuss possible solutions.

CC5.2 K.C Identify classroom projects/activities that support leadership and service.

CC5.2 K.D Explain responsible classroom behavior.

CC5.3 K.B Identify the role of adults in authority at home or in school.

CC5.3 K.C Identify roles of firefighters, police officers, and emergency workers.

CC.5.3 K.F Identify and explain behaviors for responsible classroom citizens.

CC.5.4 K.A Identify conflict in the classroom.

CC.5.4 K.B Identify how students can work together.

##### Expectations for Students

- Define what a rule is.
- Identify a rule.
- Identify rules are different in different places.
- Discuss the purpose of rules. (e.g., keep people safe, show respect)
- Engage in discussion about rules and respect.
- Demonstrate respect for rules through positive behavior and acceptance of consequences when necessary.
- Participate in social stories.
- Demonstrate the right to learn by contributing to a positive learning environment.
- Demonstrate the ability to maintain personal materials in an orderly manner.
- Acknowledge others personal materials
- Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving)
- Demonstrate behavior for learning.
- Participate in classroom jobs.

- Demonstrate appropriate use of school materials and property.
- State a problem.
- State the cause of a problem.
- Suggest solutions for a problem.
- Attempt to solve a problem.
- Participate in leadership opportunities in the classroom and school community.
- Accept job responsibilities.
- Offer to assist the teacher or peers.
- Demonstrate acceptance of others leadership roles.
- Demonstrate responsible behavior for work or play and learn to contribute to a positive learning environment.
- Identify people of authority within the school community. (e.g., principal, teachers, guidance counselor)
- Name authority figures at home. (e.g., grandmother, father, mother)
- Identify police officers, firefighters, and first responders as people of authority in the community.
- Model community workers. (e.g. actions, art, or music)
- Identify classroom rules and expectations. (e.g., of self and others)
- Describe acceptable behavior within the classroom. (e.g., structured and unstructured situations)
- State a conflict.
- Identify the cause of a conflict.
- Suggest solutions for a conflict.
- Attempt to solve a conflict.
- Participate in group decision-making and consensus building.
- Work cooperatively with peers to achieve an outcome.

## Economics

### PA Standards

- CC6.1 K.B Identify family wants and needs.
- CC.6.1 K.A Identify how scarcity influences choice.
- CC6.1 K.C Identify choices to meet needs.
- CC6.1 K.D Identify a choice based on family interest.
- CC.6.2 K.A Identify goods and consumers.
- CC.6.2 K.C Identify advertisements that encourage us to buy things.
- CC. 6.2 K.D Identify currency and how it is used.
- CC. 6.3 K.D Identify products produced in the region or state.
- CC.6.4 K.A Identify the specialized role performed by each member of the family.
- CC. 6.4 K.D Identify individual wants and needs.
- CC.6.5 K.A Identify individuals in the community who volunteer.
- CC.6.5 K.C Identify goods and services provided by local businesses.

### Expectations for Students

- Understand that wants cannot be met all the time.
- Identify resources that are scarce. (e.g., time, money, supplies, classroom materials)
- Participate in discussions on how limited resources influence a personal choice. (e.g., not enough money to buy something)
- Distinguish between wants and needs. (e.g., own or family)
- Discuss personal wants and needs.
- Identify how wants might differ, depending on individual circumstances. (e.g., age, location, time of year)
- Make a choice to meet a need. (e.g., sharpen pencil, use restroom)
- Describe times when choices were made. (e.g., own, classroom, family)
- Identify choices people make to meet needs.
- Explain why a choice may be necessary. (e.g., wanting two items at the same time but only having enough money to buy one)
- Identify how preferences influence choice. (e.g., types of food people like influence what they eat)
- Identify and define goods. (e.g., classroom or at home)
- Identify and define consumers. (e.g., person who purchases goods and services for personal use)
- Describe self as a consumer.
- Identify what goods they consume.
- Define an advertisement.
- State that advertisements encourage us to purchase goods or services.
- Distinguish advertisements from programing/stories. (e.g., magazines, TV, in the environment)
- Give examples of advertising that is designed to influence the purchase of goods or services.
- Identify some coins and paper currency as forms of money.

- Discuss how money is exchanged to pay for goods.
- Use pretend money or tokens to purchase items.
- Identify products produced in the community.
- Identify products produced in Pennsylvania and/or Maryland.
- Identify family members living at home.
- Describe family members' roles (e.g., grandmother makes dinner, dad cuts grass)
- Participate in discussions on family member roles. (e.g., current versus past)
- Describe tasks performed in the home or school community and who performs each.
- Make connections between the needs and wants of buyers and the choices producers make in meeting them.
- Identify a want or need people have and describe a new invention or service that would help meet the need.
- Identify where the goods and services would come from to fulfill the personal list of wants and needs.
- Identify what a volunteer is. (e.g., person who provides a good or service and receives no payment/compensation for doing so)
- Brainstorm ways people can volunteer. (e.g., home, school, community)
- Volunteer in the classroom and at home.
- Participate in discussions on the benefits of volunteering. (e.g., to both the volunteer and organization)
- Identify local businesses within the community.
- Discuss the types of goods and services provided by the local businesses.
- Identify a favorite local business and explain why it is a favorite.

## Geography

### PA Standards

CC7.1 K.A Interpret a simple map of a known environment.

CC7.1 K.B Describe the location of places in the home, school, community, and the world to gain an understanding of relative location.

CC.7.2 K.A Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.

CC7.2 K.B Identify land and water forms.

CC7.3 K.A Describe how weather affects daily life.

CC7.4 K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

### Expectations for Students

- Identify a map.
- Identify a map as a tool. (e.g., gets us from one place to another)
- Use a simple map to get from one location to another.
- Make maps to represent familiar places. (e.g., classroom, school playground, home)
- State their address.
- Know that an address is an example of relative location.
- Describe items in the classroom using appropriate vocabulary. (sink is next to the door)
- Demonstrate understanding of relative location by using appropriate vocabulary (e.g., over, under, near, far, left, right) to orally describe locations of items in the classroom.
- Locate places around the school and describe their relative location.
- Identify the cardinal directions in the classroom and on a map.
- Use a compass to locate north.
- Identify the states and regions of the United States.
- Deconstruct/Construct world maps.
- Identify continents, countries, oceans, and biomes on maps.
- Identify physical characteristics of places that shape the community. (e.g., church, post office, hospital, police station, fire station, restaurant, school)
- Identify different types of homes found in the community.
- Identify physical characteristics of the town. (e.g., photographs)
- Compare and contrast home with other homes found in the United States.
- Create representations of places using drawing, clay, cardboard.
- Identify landforms. (e.g., mountain, plain)
- Identify water forms. (e.g., river, stream, ocean)
- Sort pictures of land and water forms.
- Explain what people do or wear in different places and cultures, according to their locations.
- Discuss the climates of the seven continents and how it impacts daily life.
- Describe how they interact with the physical characteristics of the town or neighborhood. (park—recreation; stream—fishing; mountains/forests— hiking, trails—biking, walking)
- Identify various areas in the community as places where people live, work, and play because of the physical features

## History

### PA Standards

CC8.1 K.A Identify chronological sequence through days, weeks, months, and years (calendar time).

CC8.1 K.B With guidance and support, differentiate facts from opinions as related to an event.  
C. Research

CC8.1 K.C Explain how to locate information in a source.

CC8.2 K.A Identify people in authority

CC8.2 K.B Examine photographs of documents, artifacts, and places unique to Pennsylvania.

CC.8.2 K.D Demonstrate an understanding of conflict.

CC8.3 K.A Identify American people related to national holidays.

CC8.3 K.B Identify documents and artifacts important to the classroom community.

CC.8.3 K.C Demonstrate an understanding of time order.

CC8.4 K.A Explain how cultures celebrate.

CC8.4 K.C Identify different celebrations and traditions of different cultures from around the world.

### Expectations for Students

- Use the classroom calendar to demonstrate understanding of yesterday, today, and tomorrow.
- Sequence a series of events either from personal experience or from literature.
- Create a personal timeline. (e.g., birth to present)
- Practice past, present, and future time. (e.g., daily weather recording)
- Define facts and opinions.
- Identify facts and opinions related to given examples or real-life events. (e.g., classroom or school)
- Give examples of a fact and opinion.
- Use books, nomenclature cards, and other sources to get information about a topic.
- Identify authority figures in the school.
- Identify authority figures in the community.
- Identify authority figures in the state
- Identify major cities in Pennsylvania.
- Identify major attractions in Pennsylvania.
- Identify landforms in Pennsylvania.
- State a conflict.
- State the cause of a conflict.
- Suggest solutions for a conflict.
- Attempt to solve a conflict.
- Identify people associated with federal holidays celebrated in the classroom and the school community.
- Identify presidents on President's Day.
- Discuss Martin Luther King on Martin Luther King Day.
- Discuss Christopher Columbus on Columbus Day.
- Identify documents used to guide the procedures of the classroom community. (e.g., rule

chart, attendance, calendar)

- Discuss why these documents are important.
- Put given events in sequential order. (e.g., first, second, third)
- Follow given directions and complete tasks in sequential order.
- Identify and discuss own method of celebrating. (e.g., birthday, holidays)
- Compare and contrast methods of celebrating with peers.
- Use books, cards, pictures and concrete materials to explore ways various cultures celebrate. (e.g., birthday, holidays)
- Identify common cultural celebrations and traditions.
- Discuss relevant cultural celebrations and traditions of peers and why it is a celebration/tradition.
- Compare and contrast celebrations and traditions from around the world.

### Activities and Experiences

Verbalize and model expectations of behavior in structured and unstructured situations.

Discuss and create rules with students

Engage students in class meetings and decision-making.

Give students classroom jobs and responsibilities.

Observe and encourage students' attempts to solve their own problems.

Discuss ways to solve classroom problems or conflicts.

Discuss what it means to be a responsible classroom citizen.

Model responsible behavior.

Provide consistent rules and expectations in the classroom environment.

Encourage peers to help one another rather than offering adult assistance, as appropriate.

Use left and right and other directional terms.

Ask students to describe where specific items are located in the classroom, school, and home.

Facilitate discussions on maps

Provide a variety of materials to explore culture, history and geography.

Provide literature and concrete materials that support celebrations and traditions from around the world.

Individualized lessons.

Celebration of Life

Provide opportunities to work with a variety of land and water forms, puzzle maps and continent boxes.

Safety Drills

International Day Celebration

Cultural specific art, music and food

Grace and Courtesy Lessons

### Materials and Resources

Montessori Cultural/Geography Album

Bank Game (math)

Clocks

Calendars

Rule chart

Job chart

Continent boxes

3 part cards

Nomenclature cards

Variety of books

Timeline cards

Puzzle maps and controls

Flags

Money

Land and water and continent globes

Land and water forms and materials

Celebration of life materials

Land, air, water material

Continent objects (animals, landmarks, symbols)

Compass

Mats

Push pin

Peace Rose

### Assessments

Observation

Oral responses

Montessori checklists



## Monthly Cultural Focus Area for Children's House Classes

August/September	Land, Air, Water Land and Water Globe Introduction to Continents *Learn about holidays in this month (ex. Labor Day, World Peace Day)
October	Continents Human needs Family and Community Homes Transportation Introduction to compass work *Learn about holidays in this month (ex. Columbus Day)
November	Compass/ directions North America Native Americans Early Americans Land Forms *Learn about holidays in this month (ex. Thanksgiving)
December	Holidays Around the World South America
January	Antarctica Calendar/Time Mapping *Learn about holidays in this month (ex. Martin Luther King Day )
February	Europe Presidents Parts of a Flag *Learn about holidays in this month (ex. Presidents Day)
March	Africa Pennsylvania *Learn about holidays in this month (ex. St. Patrick's Day)
April	Asia United States *Learn about holidays in this month (ex. Earth Day )
May	Australia *Learn about holidays in this month (ex. Memorial Day )