



## Cultural Curriculum

### Children's House Pre Kindergarten

#### Civics and Government

##### PA Standards

CC.5.1 PK.A State rules and their consequences. Expectations for Students

CC5.1 PK.F Identify basic American symbols. (e.g., American flag)

CC.5.2 PK.A Identify self membership of a group such as the class or family.

CC5.2 PK.B Identify a problem and discuss possible solutions with adult assistance.

CC.5.3 PK.C Identify community workers through their uniforms and equipment.

CC.5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.

##### Expectations for Students

- Describe classroom rules.
- Explain a consequence for breaking a classroom rule.
- Discuss images, pictures or items that are symbols of America.
- Identify the American flag.
- Replicate the American flag using art materials.
- Recognize their role as a member of a group.
- Participate in group decision-making.
- Participate in classroom and family responsibilities.
- Talk about responsibilities at home.
- Work cooperatively with other children to achieve a positive outcome.
- Identify one or two solutions to a problem.
- Attempt to solve a conflict with a peer.
- Work with a peer to develop a solution to a problem. (e.g. taking turns using a material)
- Suggest simple solutions to conflict which are most often based upon own needs and desires.
- Emerging to...Identify classroom projects/activities that support leadership and service.
- Show interest in leadership opportunities.
- Choose a leader for a classroom project.
- Ask to be a leader.
- Request to help teacher.
- Match descriptions of people's work in a community with pictures illustrating the job.
- Relay personal experiences to describe the work that community workers do.
- Use inside voices while indoors and outside voices when outdoors.
- Cooperate in both large and small group activities that may or may not be facilitated by adults.

- Follow rules and routines in the classroom.
- Respond with empathy to others who are upset.
- Recognize when someone needs help and offer assistance.
- Respect another's attempts to complete tasks independently

## **Economics**

### PA Standards

- CC.6.1 PK.D Identify a choice based on individual interest.
- CC.6.2 PK.D Explain how money is used.
- CC.6.3 PK.D Identify products produced locally
- CC.6.5 PK.A Differentiate between work and leisure activities.
- CC.6.5 PK.C Identify local businesses.

### Expectations for Students

- Understand that some resources are limited.
- Notice when materials are running low. (e.g., "We need more paper in the art area.")
- Offer to share materials when materials are scarce. (e.g., one shovel in sensory table)
- Show preference for one material/area, but choose a different material/area when materials are scarce or area is full.
- Identify what people need to survive.
- Demonstrates awareness of one's own preferences.
- Identify personal wants
- Make a choice and explain the reason for the choice.
- Provide a reason for choosing to work in a particular area that shows interest in specific materials or people.
- Recognize logos (environmental print) from local businesses.
- Discuss advertisements. (e.g., radio, print, TV)
- Identify that money is used to buy things.
- State that money can be saved.
- Use money while engaging in learning activities.
- Practice exchanging money for goods.
- Name items that come from farms, factories, and/or businesses within the community.
- Talk about products that can be found around their homes and from other parts of the world.
- Respond that adults work to earn money.
- Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.
- Relate that leisure activities are self-selected activities.
- Participate in discussions related to local businesses. (e.g., pet store, hair salon, restaurant)
- Describe where customers go to acquire specific goods or services. (e.g., food purchased at grocery store, hammer and nails purchased at hardware store)

## **Geography**

### PA Standards

CC7.1 PK.A Explain how a map is a representation of places.

CC.7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.

### Expectations for Students

- Use a simple map.
- Use available materials (e.g., blocks) to represent buildings, roads, or houses.
- Include representations of roads, bodies of water, and buildings.
- Discuss tools used to locate places.
- Use the term “map.”
- Describe the location of items/areas in the classroom and at home.
- Use directionality, size, and position (e.g., left, right, first, last, little, big, top, bottom) to describe location.
- Place pictures of common household items in the proper rooms of a floor plan.
- Listen to directions and retrieve items.
- Experiment with a compass.
- Deconstruct/Construct world maps.
- Identify continents on maps.
- Describe simple characteristics of home. (e.g., type of dwelling, where located, what surrounds it)
- Identify familiar places in the neighborhood.
- Describe simple characteristics of business or community structures. (e.g., type of dwelling, where located, what surrounds it)

## **History**

### PA Standards

CC8.1 PK.A Identify a sequence of events through a day.

CC8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.

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

- Demonstrate an understanding of past, present, and future. (e.g., today is \_\_, yesterday was \_\_, and tomorrow will be \_\_, recall information from the immediate past, sequence pictures of self from birth to present)
- Describe the daily routine. (e.g., what happens first, before lunch, after lunch, at end of day)
- Show anticipation for regularly scheduled events.
- Use words to describe time. (e.g., yesterday, today, tomorrow, o'clock)
- Label types of media and what information can be gained. (e.g., recipes from a cookbook, prices from an advertisement)
- Locate information on identified topics using media. (e.g., music, books, maps, TV programming, newspapers, magazines, movies, advertising)
- 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

Discuss and create rules with students

Engage children in class meetings and decision-making.

Give children classroom jobs and responsibilities.

Observe and encourage children's 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 children to describe where specific items are located in the classroom, school, and home.

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

Facilitate discussions on maps

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

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

Individualized lessons

Celebration of Life

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)

Addresses

Compass

Mats

Push pin

Peace Rose

### Assessment

Observation

Oral responses

Montessori checklist

## 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 (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 )