

Grade Curriculum Map  
Instructional Plan for Social Studies  
Kristin K. Hadenfeldt  
St. Paul's Lutheran School  
Written: July 2021

**4K Curriculum**  
**Instructional Plan for Social Studies**  
**Submitted by Kristin Hadenfeldt**  
**July 2021**

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> <li>• 24</li> <li>• School Community</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies school building and classroom</li> <li>• Learn about our friends in the classroom</li> <li>• Learn how to interact with our friends, get along and learn together</li> <li>• meet the teachers in the school</li> <li>• Investigate whats in our classroom</li> </ul>	<ul style="list-style-type: none"> <li>• C.EL.1Demonstrates attachment, trust, and autonomy</li> <li>• C. EL. 3Demonstrates understanding to rules and social expectations</li> <li>• C. EL. 4Engages in social problem solving and learns to resolve conflicts</li> <li>• B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>• B.EL.2Expresses self creatively through music, movement, and art</li> </ul>	<ul style="list-style-type: none"> <li>• create classroom quilt together</li> <li>• classroom observations/anecdotal notes</li> <li>• Scholastic <i>Let's Start School</i> activity</li> <li>• scavenger hunt</li> <li>• greet teachers in their classrooms and when we see them throughout the day</li> <li>• paint a picture of what they see in our classroom</li> <li>• photographs</li> </ul>	<p>outdoor and indoor play equipment, toys and manipulatives            Crayons, markers, glue, pencils, art materials.            Books: If you Take a Mouse to School, The Kissing Hand, Don't Let the Pigeon Drive the Bus!, Mouse's First Day of School</p>

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<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>• 20</li> <li>• Social/Emotional Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to interact with friends and others</li> <li>• Learn how to be safe</li> <li>• Learn how to be respectful to others</li> </ul>	<ul style="list-style-type: none"> <li>• C.EL.1Demonstrates attachment, trust, and autonomy</li> <li>• C. EL. 3Demonstrates understanding to rules and social expectations</li> <li>• C. EL. 4Engages in social problem solving and learns to resolve conflicts</li> <li>• B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>• B.EL.2Expresses self creatively through music, movement, and art</li> <li>• A.EL.2Demonstrates behaviors to meet safety needs</li> </ul>	<ul style="list-style-type: none"> <li>• role playing</li> <li>• recess, outdoor play</li> <li>• Journals</li> <li>• observing and recording students interactions with each other/anecdotal notes</li> <li>• storytelling/reading books (oral assessment)</li> <li>• art projects, create calm down bottles, create an emotion book</li> <li>• photographs</li> </ul>	<p>Books: The Way I Feel, B is for Breathe, Happy to be Me, Chrysanthemum, Ruby had a worry, I Won't Go With Strangers!, Respect and Take Care of Things, How do Dinosaurs Stay Friends?</p> <p>art materials: paper, crayons, pencils, scissors, glue, white board, smartboard, outdoor and indoor play equipment, toys and manipulatives</p> <p>Scholastic <i>Make a Happy Face</i> magazine and activity</p>
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<p><b>N O V E M B E R</b></p>	<ul style="list-style-type: none"> <li>• 19</li> <li>• TLong Ago and Today</li> <li>• Our Country</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and identify why we celebrate Thanksgiving. Learn about the background to the first Thanksgiving</li> <li>• Identify our country's flag and what it looks like</li> <li>• learn the Pledge of Allegiance</li> <li>• learn rhymes and fingerplays about our country</li> </ul>	<ul style="list-style-type: none"> <li>• B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>• C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra personal</li> <li>• A.EL.1Uses multi-sensory abilities to process information</li> <li>• B.EL.2Expresses self creatively through music, movement, and art</li> </ul>	<ul style="list-style-type: none"> <li>• observation/ anecdotal notes</li> <li>• art projects</li> <li>• Scholastic magazine activity on the First Thanksgiving</li> <li>• photographs</li> </ul>	<p>Books: The Very First Thanksgiving, Thank You For Thanksgiving, F is for Flag        Flag of the United States of America, white board, smartboard, art materials to create USA flag        markers, crayons, glue, scissors, different foods that were eaten on the first Thanksgiving</p>
<p><b>D E C E M B E R</b></p>	<ul style="list-style-type: none"> <li>• 15</li> <li>• Needs and Wants</li> </ul>	<ul style="list-style-type: none"> <li>• Identify items that we need versus items that we want</li> <li>• Learn about all of the things God has created for us</li> <li>• describe jobs that people do to make money</li> <li>• students discuss what they want to be what they grow up</li> </ul>	<ul style="list-style-type: none"> <li>• B.EL.2Expresses self creatively through music, movement, and art</li> <li>• A.EL.2Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities</li> <li>• C.EL.2Learns within the context of their family and culture</li> </ul>	<ul style="list-style-type: none"> <li>• cut out pictures from magazines/ads of wants and needs. Sort items that you need and glue on one side of paper and wants and glue on the other side.</li> <li>• draw picture in journal of what students want to be when they grow up</li> <li>• oral assessment and observation</li> </ul>	<p>journals, art materials: crayons, markers, pencils, scissors, glue.        Books: Needs and Wants; Lily Learns About Wants and Needs; I Really, Really Need Actual Ice Skates</p>

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J A N U A R Y	<ul style="list-style-type: none"> <li>21</li> <li>Transportation/Things that Move</li> </ul>	<ul style="list-style-type: none"> <li>identify different types of transportation that can take us from one place to another (cars, busses, trucks, airplanes, boats)</li> <li>Identify how these types of transportation are different and the same</li> <li>Learn how some types of transportation are used to send supplies from one place to another (food, clothes, building supplies....)</li> </ul>	<ul style="list-style-type: none"> <li>B.EL.2Expresses self creatively through music, movement, and art</li> <li>B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra personal</li> </ul>	<ul style="list-style-type: none"> <li>Wkst identifying different types of transportation</li> <li>Wkst sorting types of transportation that are the same</li> <li>art projects</li> <li>observing indoor play time and outdoor playtime/anecdotal notes</li> </ul>	Books: Freight Train, Go Dog Go!, Flying (by Donald Crews), Amazing Airplanes, Sheep in a Jeep, Busy Boats art materials: construction paper, glue, markers, crayons, scissors, pencil, transportation centers smartboard, white board
F E B R U A R Y	<ul style="list-style-type: none"> <li>18</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Identify who is in our family</li> <li>Caring for each other</li> <li>Share family customs and activities/each student is given a day to share a little about their culture/customs</li> <li>Grandmas, Grandpas, cousins, aunts and uncles are parts of our family too!</li> <li>We are all part of God's Family!</li> </ul>	<ul style="list-style-type: none"> <li>B.EL.2Expresses self creatively through music, movement, and art</li> <li>C.EL.2Learns within the context of their family and culture</li> <li>C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra personal</li> <li>B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> </ul>	<ul style="list-style-type: none"> <li>each child works at home with family to create/share family tree</li> <li>observing role playing/dramatic play area</li> <li>art projects</li> <li>oral assessment: each student describes their family and who is in their family</li> <li>photographs</li> </ul>	Books: The Napping House, A Pocket Full of Kisses, Are you My Mother?, Love You Forever, My Dad Loves Me, Hello Goodbye Window. God Made All of Me! art materials: paper, crayons, markers, pencils, scissors smartboard, white board

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<b>M A R C H</b>	<ul style="list-style-type: none"> <li>17</li> <li>Our Community and Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Identify the important people and places that help us in our community: doctors (hospitals and clinics), fire fighters, library, post office, police officers, sanitation department</li> <li>Learn why these people are important and what they do</li> </ul>	<ul style="list-style-type: none"> <li>B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra personal</li> <li>B.EL.1Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment</li> <li>B.EL.2Expresses self creatively through music, movement, and art</li> </ul>	<ul style="list-style-type: none"> <li>field trip to library</li> <li>visit from fire department</li> <li>visit from Menomonie sanitation to show us how to recycle</li> <li>art projects</li> <li>Learn song 911</li> <li>observation/aneecdotal notes</li> <li>photographs</li> </ul>	art materials, pencils, glue, scissors, worksheet matching community helper with what they do, Books: Trashy Town, Pete the Cat: Firefighter Pete, Firefighters Help, I Want to be a Police Officer, smartboard, white board Dramatic play clothing, Community helper centers
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>20</li> <li>Working on a Farm</li> </ul>	<ul style="list-style-type: none"> <li>identify different types of farms</li> <li>what foods we eat that come from farms</li> <li>identify local types of farms</li> <li>Identify different farm machinery</li> <li>Identify different animals that live on a farm</li> </ul>	<ul style="list-style-type: none"> <li>B.EL.2Expresses self creatively through music, movement, and art</li> <li>C.EL.2Learns within the context of their family and culture</li> <li>C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra personal</li> </ul>	<ul style="list-style-type: none"> <li>Farm field trip</li> <li>observation/aneecdotal notes</li> <li>oral assessment</li> <li>create a farm picture</li> <li>cut out and sort different farm pictures</li> <li>draw a picture of a farm in journal</li> <li>sort farm animals</li> <li>role playing</li> <li>photographs</li> </ul>	sensory bins filled with dry beans, art materials: crayons, markers, glue, pencils, paint smartboard, white board songs and fingerplays, Books: CockaDoodle Moo!, Mrs. Wishy Washy's Farm, Around the Farm, Down on the Farm

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<b>M</b> <b>A</b> <b>Y</b>	<ul style="list-style-type: none"> <li>24</li> <li>Exploring Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Explore and learn about a local ethnic culture</li> <li>learn about the different ethnicities in our classroom</li> <li>Learn how God created us all unique, different and with different special gifts and abilities</li> </ul>	<ul style="list-style-type: none"> <li>B.EL.2Expresses self creatively through music, movement, and art</li> <li>A.EL.1Displays curiosity, risk-taking and willingness to engage in new experiences</li> <li>C.EL.1Experiences a variety of routines, practices, and languages</li> <li>C.EL.3Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intra persona</li> </ul>	<ul style="list-style-type: none"> <li>visit farmer's market</li> <li>draw picture of classmates in journal</li> <li>art project that reflects local Hmong culture</li> <li>oral assessment and observation/anecdotal notes</li> <li>photographs</li> </ul>	video on local Hmong culture, journals art materials: crayons, markers, glue, pencils devotion book, Book: Lao's Folk Tales, The Hemp and the Beeswax: A Hmong Cinderella