

**SOCIAL STUDIES – GRADE K****Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

**Suggestion for Integrating International Content:** Have students explore stories about leaders or former leaders of other countries, such as Indira Gandhi, Queen Elizabeth, and Nelson Mandela. Students who have lived in other countries may want to share stories of those national leaders.

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Chronological Thinking: Identify and order events that take place in sequence.

**Suggestion for Integrating International Content:** Have students identify events in the school day as ‘first’, ‘next’, or ‘last’. For practice, list the day's classroom activities in the same way. Next, have students place events, such as special holidays from other cultures, in order on a calendar. *Examples:* Chinese New Year (China); Eid al-Fitr (Islam); Yom Kippur (Judaism); Diwali (Hinduism); Ching Ming Festival (China); Cinco de Mayo (Mexico); Hanukkah (Judaism); Christmas (Christianity).

**Grade:** K**Academic Standard:** K.2**Academic Standard Indicator:** K.2.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Functions of Government: Give examples of classroom and school rules and explain how each helps us.

**Suggestion for Integrating International**

**Content:** While comparing school rules at their school with rules at a school in the remote village of Korphe in Pakistan, have students consider how school rules help all students.

**Extension:** Have the students create rules for different schools in various countries. **Suggested resource:** *Listen to the Wind* by Greg Mortenson and Susan Roth (Dial, 2009), about schools in Pakistan.

**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students learn that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.

**Suggestion for Integrating International**

**Content:** Teacher should prepare a list of ethnic restaurants in the community and then lead students to discover the languages, cultural traditions, and/or religions that are usually associated with those ethnic foods. Identify on a global map the typical national or regional origins of those ethnic foods.

**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** K.3.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The world in spatial terms: Identify maps and globes as ways of representing earth, and understanding the basic difference between a map and a globe.

**Suggestion for Integrating International**

**Content:** Have students discuss continents and countries. Then have them locate various continents or countries on a world map and a globe. Discuss the basic differences between maps and globes.

**Grade:** K

**Academic Standard:** K.3

**Academic Standard Indicator:** K.3.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Physical Systems: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Suggestion for Integrating International**

**Content:** Have students discuss why people wear different kinds of clothing in different seasons. Compare the clothes a student would wear in a colder region, such as northeast Siberia in Russia, with what s/he would choose to wear in a warmer region, such as Tamale in the northern part of Ghana. *Extension:* Have students research and design clothes they would wear in designated regions of the world. They could also write or talk about what clothes they would pack if they were traveling to certain regions of the world. *Extension:* Conduct a narrated fashion show for other classes and/or parents.

**Grade:** K

**Academic Standard:** K.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International**

**Content:** Emphasize the need to communicate with, work with, and respect workers from other countries. Invite guests, such as parents, who have international work experiences to share customs and traditions from world areas with which they are familiar.

**Grade:** K

**Academic Standard:** K.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International**

**Content:** Have students find tags on their clothes to see where the clothes are made. Make a class list of the different countries represented. Then discuss with the students that people in those countries are making these clothes as their work to support their families.

**Grade:** K

**Academic Standard:** K.4

**Academic Standard Indicator:** K.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that people work to earn money to buy the things they want.

**Suggestion for Integrating International**

**Content:** Explain that people work to buy various goods or services they need or want. Then have students compare the economic wants of a family in a prosperous country to those of a family in a third-world country. *Example:* Compare the purchases of an average family in the U.S. to one in Haiti. *Suggested resource:* *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann and Paul Kennedy (Sierra Club Books, 1994).

**Grade:** K

**Academic Standard:** K.4

**Academic Standard Indicator:** K.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain why people in a community have different jobs.

**Suggestion for Integrating International**

**Content:** Have students share what types of work their parents do and affirm the need for different jobs here in the U.S. Then have students identify different jobs in other countries. *Extension:* Discuss the need to communicate with, work with, and respect workers from other countries. Invite guests with international work experience to describe those jobs to the students.