

All Bayou Bridges units for [Kindergarten](#) are now available.

Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.

Unit	Topic	Standards	Time in Weeks
Exploring our World	Where do people live?	K.3; K.18–K.22	3
	Finding Your Way Around: Why are Maps Helpful?	K.3; K.18–K.23	1.5
	Exploring the United States	K.3; K.18–K.23	1.5
Understanding the Past	Why are people in the past important today?	K.1–4	3
	How can an event in the past influence the present?	K.1–4; K.6	3
	What is culture?	K.2–K.5	2
Understanding Wants and Needs	What's the difference between wants and needs?	K.2–4; K.13; K.15; K.17	2
	Why do people have different jobs?	K.2–4; K.13; K.16	2
	Why do people spend and save money?	K.2–4; K.14	2
Being Part of A Community	Rules and Laws	K.2–4; K.8a–c; K.10	2
	How does a community work together to make rules?	K.1–4; K.7–12	2
	Symbols of the United States and Louisiana	K.2–6; K.18	3

Overview

Students will use sources to identify the different places people can live, such as urban, suburban, and rural areas. They will also discover how weather impacts our daily lives and how the environment impacts the way people live. Motivations for people moving from place to place will also be explained by students.

For further reading, please review these resources: [Core Knowledge Teacher Guide](#)

Standards

- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19 Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20 Identify ways people interact with their environment, including:
 - a. Using natural resources
 - b. Modifying their environment to create shelter
- K.21 Identify rural, suburban, and urban areas.
- K.22 Explain how weather impacts daily life and choices.
- K.23 Explain why people may move from place to place.

U1T1: Where Do People Live? Instructional Resources

Framing Question: Where do people live?		
Supporting Questions	Sources and Materials	Vocabulary
What are some different kinds of places where people can live?	<ul style="list-style-type: none"> ● Secondary Text: Exploring Our World: Where Do People Live? ● Image Bank: U1T1SQ1 ● Videos: Where Do I Live? Read Aloud, Where Do You Live Song ● Graphic Organizer: Where do people live? ● Activity: Where Do I Live? 	neighborhood, town, city farm, state, country
What are the areas where people live?	<ul style="list-style-type: none"> ● Secondary Text: Exploring Our World: What are the areas people live in? ● Image Bank: U1T1SQ2 ● Video: Types of Communities for Kids, Types of Communities ● Graphic Organizer: Types of Communities ● Activity: Rural, Urban, Suburban 	rural, urban, suburban
How does the environment impact the way people live?	<ul style="list-style-type: none"> ● Secondary Text: Exploring Our World: How does the environment impact the way people live? ● Image Bank: U1T1SQ3 ● Videos: Welcome to the Neighborhood, Natural Resources Song ● Activity: Natural Resources 	environment, shelter, resource
How does the weather impact our daily life and choices?	<ul style="list-style-type: none"> ● Secondary Text: Daily and Seasonal Weather ● Image Bank: U1T1SQ4 ● Videos: The Weather, How Weather Affects Us, How's the Weather? Song, Sunny ● Graphic Organizer: Weather Impacts Choices 	weather, precipitation, temperature, cloud, seasons
Why might people move from place to place?	<ul style="list-style-type: none"> ● Secondary Text: Exploring our World: Why do people move? ● Image Bank: U1T1SQ5 ● Graphic Organizers: People Move Graph, Bubble Map ● Activity: People Move Sort 	

Overview

Students will observe and use different types of maps to identify the US and Louisiana. Students will understand that a map is a representation or drawing of a place, which can help us. Spatial sense will be developed as students learn how to use positional words to describe locations on a map.

For further reading, please review these resources: [Neighborhood Maps](#), [Community Maps](#), [Maps and Models](#), [Core Knowledge Teacher Guide](#)

Standards

- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19 Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20 Identify ways people interact with their environment, including:
 - a. Using natural resources
 - b. Modifying their environment to create shelter
- K.21 Identify rural, suburban, and urban areas.
- K.22 Explain how weather impacts daily life and choices.
- K.23 Explain why people may move from place to place.

**U1T2: Finding Your Way Around: Why are Maps Helpful?
Instructional Resources**

Framing Question: Why are maps helpful?		
Supporting Questions	Sources and Materials	Vocabulary
How do maps help us?	<ul style="list-style-type: none"> ● Secondary Text: Finding Your Way Around: How do maps help us? ● Image Bank: U1T2SQ1 ● Maps: Map of North America, Map of the World ● Video: Me on the Map Read Aloud ● Activity: Classroom Map 	map, globe, Earth
What can maps show?	<ul style="list-style-type: none"> ● Secondary Text: Finding Your Way Around: What can maps show? ● Image Bank: U1T2SQ2 ● Maps: Map of the United States, Map of North America, Map of the World ● Videos: What Maps Show Us, How to Make a Map 	parish, ocean, river, continent
Using positional words, what information is found on a map?	<ul style="list-style-type: none"> ● Secondary Text: Finding Your Way Around: Using Positional Words ● Video: Positional Words ● Activity: Positional Words Activity 	in, behind, near, toward, top, right

Overview

Places and regions have certain characteristics that distinguish them from other areas, such as landmarks and landforms. Students will be able to identify various landforms that can be seen across the United States. Landmarks will also be explored by students that are a part of the United States.

For further reading, please review these resources: [Landforms](#), [Core Knowledge Teacher Guide](#)

Standards

- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19 Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20 Identify ways people interact with their environment, including:
 - a. Using natural resources
 - b. Modifying their environment to create shelter
- K.21 Identify rural, suburban, and urban areas.
- K.22 Explain how weather impacts daily life and choices.
- K.23 Explain why people may move from place to place.

**U1T3: Exploring the United States
Instructional Resources**

Framing Question: What would you see on your trip across the United States?		
Supporting Questions	Sources and Materials	Vocabulary
What landforms would you see across the United States?	<ul style="list-style-type: none"> ● Secondary Text: Exploring the United States - Landforms ● Image Bank: U1T3SQ1, Landform Resource ● Video: Types of Landforms ● Graphic Organizer: Landforms ● Activity: Landform Sort 	landform, landscape, mountain, desert, coast
What are some landmarks you would see across the United States?	<ul style="list-style-type: none"> ● Secondary Text: Exploring the United States - American Landmarks ● Image Bank: U1T3SQ2 ● Map: Map of the United States ● Video: 5 Famous Landmarks 	landmark, symbol

Unit 2: Understanding the Past

Topic 1: Why are people in the past important today?

Overview

In order to understand the past, students will use sources to learn about people that are important to the shaping of America. Students will learn about four key individuals and their contributions to our nation by using timelines, maps, primary sources, and secondary sources.

For further reading, please review these resources: [Teacher Guide](#), [George Washington Timeline](#), [Monticello](#), [Martin Luther King Teacher Guide](#), [Mount Vernon](#), [Lincoln's Home](#)

Standards

- K.1 Order events in a chronological sequence using schedules, calendars, and timelines. For example:
 - a. Daily classroom activities
 - b. Significant events in students' lives
- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day

U2T1: Why are people in the past important today?
Instructional Resources

Framing Question: Why are people in the past important today?		
Supporting Questions	Sources and Materials	Vocabulary
How does someone become the president of the United States?	<ul style="list-style-type: none"> ● Secondary Text: The Mount Rushmore Presidents ● Image Bank: U2T1SQ1, Images of Presidents ● Map: Map of the United States ● Videos: The President’s Job, So You Want To Be President, U.S. Presidents Song ● Activities: Becoming President, Class Snack Ballot 	president, vote, elect, capital
Why is George Washington called the “father of our country?”	<ul style="list-style-type: none"> ● Secondary Texts: George Washington (The Mount Rushmore Presidents), George Washington Timeline ● Image Bank: U2T1SQ2 ● Maps: Map of the United States, World Map ● Videos: George Washington, I Am George Washington Read Aloud, Mount Vernon ● Activities: Washington Timeline Worksheet, George Washington Writing, George Washington Crossing the Delaware 	surveyor, leader, free, army
What was the name of the important letter that Thomas Jefferson wrote?	<ul style="list-style-type: none"> ● Secondary Text: Thomas Jefferson (The Mount Rushmore Presidents) ● Image Bank: U2T1SQ3 ● Maps: Map of the United States, World Map ● Video: The Declaration of Independence ● Graphic Organizer: Jefferson Graphic Organizer ● Activity: Thomas Jefferson Timeline 	lawyer, invent, letter
What was Abraham Lincoln’s life like as a boy?	<ul style="list-style-type: none"> ● Secondary Texts: Abraham Lincoln’s Life, Lincoln Timeline ● Image Bank: U2T1SQ4 ● Map: Map of the United States ● Videos: Abraham Lincoln’s Childhood, I am Abraham Lincoln Read Aloud ● Activity: Abraham Lincoln 	state laws, lawyer, government

What was Martin Luther King Jr.'s dream?	<ul style="list-style-type: none">● Secondary Text: Martin Luther King Jr's Dream● Image Bank: U2T1SQ5● Videos: "I Have a Dream" Speech, I am Martin Luther King Jr. Read Aloud● Graphic Organizer: Dr. King's Dream● Activities: Important Words, My Dream	treatment, character
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Overview

In order for students to understand how an event from the past can influence the present, the students will learn about important events in American history and why they are celebrated today. Some of the events the students will learn about are Thanksgiving, Independence Day, Memorial Day, and Veterans Day.

For further reading, please review these resources: [Teacher Guide](#), [Mount Vernon](#), [Independence Day](#), [Pilgrims](#)

Standards
<ul style="list-style-type: none">● K.1 Order events in a chronological sequence using schedules, calendars, and timelines. For example:<ul style="list-style-type: none">a. Daily classroom activitiesb. Significant events in students’ lives● K.2 Differentiate between primary and secondary sources. For example:<ul style="list-style-type: none">a. Primary sources: letters, diaries, autobiographies, speeches, interviewsb. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies● K.3 Select and use appropriate evidence from primary and secondary sources to support claims.● K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:<ul style="list-style-type: none">a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelicanb. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day● K.6 Identify a cause and effect for a significant event in a school, neighborhood, or parish.

U2T2: How can an event in the past influence the present?
Instructional Resources

Framing Question: How can an event in the past influence the present?		
Supporting Questions	Sources and Materials	Vocabulary
What holiday do we still celebrate today that is similar to the Pilgrims' celebration?	<ul style="list-style-type: none"> ● Secondary Text: Thanksgiving ● Image Bank: U2T2SQ1 ● Map: World Map ● Videos: Pilgrim Life, The Story of Thanksgiving ● Activity: The First Thanksgiving 	Europeans, worship, settle, crops, harvest
Why is July 4th celebrated as America's birthday?	<ul style="list-style-type: none"> ● Secondary Text: July 4th - America's Birthday ● Image Bank: U2T2SQ2 ● Videos: Fourth of July Song, The Story of Fourth of July ● Activity: American Independence Timeline 	settlers, king, parliament, law
What are some important holidays that honor people or events from the past?	<ul style="list-style-type: none"> ● Secondary Text: Holidays that Honor Events ● Image Bank: U2T2SQ3 ● Map: World Map ● Videos: Columbus Day Song, Christopher Columbus Read Aloud, What are the National Holidays?, The Meaning of Memorial Day ● Activities: Holidays, Holiday Timeline 	explorer, sail, voyage, native, holiday

Overview

To understand culture, students will explore the culture of Louisiana and the United States by learning about holidays, celebrations, and symbols. They will know the characteristics of culture and that all cultures are unique. Students learn about how culture defines a place. They also explore the different elements of culture so that they begin to see how culture can make a place unique.

For further reading, please review these resources: [Star Spangled Banner](#), [Story of the Star Spangled Banner](#), [Teacher Guide](#), [United States Symbols](#), [Statue of Liberty Live Web Cam](#), [Louisiana](#), [Festivals](#)

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5 Identify examples of different cultures and traditions in Louisiana, including:
 - a. Music: Cajun, jazz, zydeco
 - b. Traditions: king cake, red beans and rice on Mondays
 - c. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales

**U2T3: What is culture?
Instructional Resources**

Framing Question: What is culture?		
Supporting Questions	Sources and Materials	Vocabulary
What is culture?	<ul style="list-style-type: none"> ● Secondary Text: Discovering Culture ● Image Bank: U2T3SQ1 ● Videos: What is Culture, What Does It Mean To Be American? Read Aloud ● Activity: What is Culture? 	culture, generation, custom, tradition
What does the United States flag represent and why do we pledge allegiance to it?	<ul style="list-style-type: none"> ● Secondary Text: United States Flag ● Image Bank: U2T3SQ2 ● Videos: The United States Flag, You're a Grand Old Flag Song, American Flag Pattern, Today is Flag Day Read Aloud ● Graphic Organizer: Flag Venn Diagram ● Activities: United States' First Flag, Our Flag Today, American Flag Coloring Sheet 	seamstress, colony, independence, patriotic
Why do we sing "The Star Spangled Banner"?	<ul style="list-style-type: none"> ● Secondary Text: The Star Spangled Banner ● Image Bank: U2T3SQ3 ● Map: Map of the United States ● Audios: The Star Spangled Banner, The Star Spangled Banner: Chalmers baritone and chorus recording ● Videos: The Star Spangled Banner, Our Flag Was Still There Read Aloud ● Activities: Fort McHenry Flag, Star Spangled Banner Lyrics 	flag, poem, anthem, fort
What are the symbols of the United States?	<ul style="list-style-type: none"> ● Secondary Text: Symbols of the United States ● Image Bank: U2T3SQ4 ● Videos: America to Me Song, Symbols of the United States, National Bird, Statue of Liberty Live Webcam ● Graphic Organizer: American Symbols Graphic Organizer ● Activity: United States Symbols Matching 	symbol, freedom, seal

<p>What is the culture of Louisiana like?</p>	<ul style="list-style-type: none"> ● Secondary Text: Louisiana Culture ● Image Bank: U2T3SQ5, Cajun Mardi Gras, Church Point, Gumbo, George Lewis, Preservation Hall Jazz Band, Signed Picture of Louis Armstrong ● Maps: Map of the United States, Louisiana Parishes Map ● Videos: Louisiana, Louisiana Culture, Cajun Music, Jazz Music, Today is Monday in Louisiana ● Activities: Louisiana Culture Map, Louisiana: A Colorful State 	<p>culture, unique, parade, celebration, festival</p>
<p>What are the symbols that represent Louisiana?</p>	<ul style="list-style-type: none"> ● Secondary Text: Louisiana State Symbols ● Image Bank: U2T3SQ6 ● Video: Louisiana Brown Pelican Song, Louisiana for Kids ● Graphic Organizer: Louisiana Symbols Graphic Organizer ● Activity: Louisiana Symbols 	<p>symbol, motto</p>
<p>What is Mardi Gras?</p>	<ul style="list-style-type: none"> ● Secondary Text: Louisiana Festivals - Mardi Gras ● Image Bank: U2T3SQ7 ● Videos: Mardi Gras, Who Got the Baby in the King Cake, The Second Line ● Graphic Organizer: Mardi Gras Graphic Organizer ● Activity: Mardi Gras Mask 	<p>festival, krewe, carnival</p>

Unit 3: Understanding Wants and Needs

Topic 1: What's the difference between wants and needs?

Overview

To understand the difference between wants and needs, students will learn about the economic concepts of wants, needs, and scarcity within a community. Students will be able to identify examples of needs and wants. They will also be able to describe the concept of scarcity.

For further reading, please review these resources: [Scarcity](#), [Needs and Wants](#)

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.13 Identify examples of goods and services. For example:
 - a. Goods: food, toys, clothing
 - b. Services: medical care, fire protection, law enforcement, library resources
- K.15 Differentiate between wants and needs.
- K.17 Describe the concept of scarcity using examples.

U3T1: What's the difference between wants and needs?
Instructional Resources

Framing Question: What's the difference between wants and needs?		
Supporting Questions	Sources and Materials	Vocabulary
What is a want and what is a need?	<ul style="list-style-type: none"> ● Secondary Text: Wants and Needs ● Image Bank: U3T1SQ1 ● Videos: Wants and Needs, But I Want It Read Aloud ● Graphic Organizer: Wants and Needs T-Chart ● Activities: Wants and Need, Making a Choice 	want, need
What is the difference between a want and a need?	<ul style="list-style-type: none"> ● Secondary Text: The Difference Between Wants and Needs ● Image Bank: U3T1SQ2 ● Videos: Need versus Want, Needs and Wants Game ● Graphic Organizers: Sort of Wants and Needs, Wants vs. Needs 	unlimited
What is scarcity?	<ul style="list-style-type: none"> ● Secondary Text: Scarcity ● Image Bank: U3T1SQ3 ● Videos: What is Scarcity?, The Ant and the Grasshopper Short Film ● Activity: Scarcity 	scarcity, supply, choice

Unit 3: Understanding Wants and Needs

Topic 2: Why do people have different jobs?

Overview

Students will be able to explain why people have different jobs by identifying different jobs and industries within a community. They will understand that some jobs are classified as community helpers. Different industries in a community will also be identified by students.

For further reading, please review these resources: [Jobs](#)

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.13 Identify examples of goods and services. For example:
 - a. Goods: food, toys, clothing
 - b. Services: medical care, fire protection, law enforcement, library resources
- K.16 Identify jobs and industries within a school and community.

U3T2: Why do people have different jobs?
Instructional Resources

Framing Question: Why do people have different jobs?		
Supporting Questions	Sources and Materials	Vocabulary
What is a job?	<ul style="list-style-type: none"> ● Secondary Text: Jobs ● Image Bank: U3T2SQ1 ● Videos: Jobs and Occupations, Jobs Song ● Audio: Jobs ● Graphic Organizer: Jobs Graphic Organizer ● Activity: Job Match 	job, community, equipment, responsibility
Why do people have different jobs?	<ul style="list-style-type: none"> ● Secondary Text: Why do people have different jobs? ● Image Bank: U3T2SQ2 ● Videos: Community Helpers, Community Helpers Guessing Game ● Graphic Organizer: Community Helpers ● Activity: Community Helpers Sort 	community helper
What is industry?	<ul style="list-style-type: none"> ● Secondary Text: Industry ● Image Bank: U3T2SQ3 ● Video: Construction Worker, How is bubblegum made?, Farms and Food ● Graphic Organizer: Industry Graphic Organizer ● Activity: Industry 	industry, farm, service, construction

Unit 3: Understanding Wants and Needs

Topic 3: Why do people spend and save money?

Overview

Students will be able to identify and provide examples of goods and services. By identifying goods and services, students will be able to describe why people make the choice to spend or save money.

For further reading, please review these resources: [Goods and Services](#), [Economics: Goods and Services](#)

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.14 Describe and compare reasons to save and spend money.

**U3T3: Why do people spend and save money?
Instructional Resources**

Framing Question: Why do people spend and save money?		
Supporting Questions	Sources and Materials	Vocabulary
What are goods and services?	<ul style="list-style-type: none"> • Secondary Text: Goods and Services • Image Bank: U3T3SQ1 • Videos: Goods and Services, Which is a goods and which is a services? • Graphic Organizer: Goods and Services Graphic Organizer • Activities: Design a Business, Services 	good, service
Why do people spend and save money?	<ul style="list-style-type: none"> • Secondary Text: Spend and Save Money • Image Bank: U3T3SQ2 • Videos: Bunny Money Read Aloud, Elmo Learns To Save Song, Economics for Kids: Saving and Spending • Activities: Spend or Save, Spending and Saving 	money, spend, save

Overview

As part of this topic, students will explore rules and laws at home and at school. Students will learn about the importance of fairness, responsibility, respect, and hard work. By describing these important aspects of rules, students will be able to demonstrate their importance in maintaining the safety and responsibility of themselves and others.

For further reading, please review these resources: [Books for Teaching Rules](#)

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.8 Describe the importance of fairness, responsibility, respect, and hard work. For example:
 - a. Taking care of personal belongings and respecting the property of others.
 - b. Following rules and recognizing consequences of breaking rules.
 - c. Taking responsibility for assigned duties.
- K.10 Describe the importance of rules and how they help protect our liberties.

**U4T1: Rules and Laws
Instructional Resources**

Framing Question: Why do we have rules and laws?		
Supporting Questions	Sources and Materials	Vocabulary
What does it mean to follow the rules?	<ul style="list-style-type: none"> ● Secondary Text: Rules ● Image Bank: U4T1SQ1 ● Videos: What Makes a Family Read Aloud, Why Do We Need Rules and Laws? ● Graphic Organizer: Parents/Caregivers and Child Venn Diagram 	rules, family, responsibilities, community
Why do we follow rules at school?	<ul style="list-style-type: none"> ● Secondary Text: Rules at School ● Image Bank: U4T1SQ2 ● Videos: Know and Follow the Rules Read Aloud, I Can Follow the Rules Read Aloud ● Activity: Following the Rules Activity 	classroom rules
In what way are laws and rules different?	<ul style="list-style-type: none"> ● Secondary Text: Rules and Laws in Our Community ● Image Bank: U4T1SQ3 ● Videos: Laws and Rules for Kids What is the difference between a rule and a law?, Police Officer: Keeping You Safe A Book About Police Officers Read Aloud ● Activity: Laws and Rules 	rules, laws

Overview

A variety of civic duties will be explored, including voting, serving on community boards, and volunteering. Additionally, students will gain an understanding of community helpers and how laws and rules are made and enforced to ensure the safety of individuals in their communities.

For further reading, please review these resources: [Ben’s Guide to Government](#)

Standards

- K.1 Order events in a chronological sequence using schedules, calendars, and timelines. For example:
 - a. Daily classroom activities
 - b. Significant events in students’ lives
- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.7 Explain the purpose of local government.
- K.8 Describe the importance of fairness, responsibility, respect, and hard work. For example:
 - a. Taking care of personal belongings and respecting the property of others.
 - b. Following rules and recognizing consequences of breaking rules.
 - c. Taking responsibility for assigned duties.
- K.9 Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.
- K.10 Describe the importance of rules and how they help protect our liberties.

- K.11 Explain how people can work together to make decisions.
- K.12 Identify local business and government leaders and describe their roles.

**U4T2: How does a community work together to make rules?
Instructional Resources**

Framing Question: How do citizens follow the rules to keep their community protected and safe?		
Supporting Questions	Sources and Materials	Vocabulary
What are ways to be a responsible citizen?	<ul style="list-style-type: none"> ● Secondary Text: Citizens ● Image Bank: U4T2SQ1 ● Videos: Being A Good Citizen, Rights and Responsibilities for Kids, Vote for the New Mascot Video ● Graphic Organizer: Rights and Responsibilities of a Citizen ● Activities: My Vote Counts Lesson, Handouts: Prepare to Vote ARTHUR, Cards and Badges ARTHUR, Meet the Candidates ARTHUR 	citizens, voting, volunteering, tax
Who are the people that help our community?	<ul style="list-style-type: none"> ● Secondary Text: Community Helpers ● Image Bank: U4T2SQ2 ● Video: Community Helpers Exercise, Community Helpers: Who am I? Game ● Graphic Organizer: Community Helpers ● Activities: Community Helpers Sort, Community Helpers: What do they do?, Community Helpers Scenes, Arthur's Park Game ARTHUR 	community helpers
How do rules keep our community safe and protected?	<ul style="list-style-type: none"> ● Secondary Text: Keeping our Community Safe ● Image Bank: U4T2SQ3 ● Videos: Why Rules are Important, Laws and Rules for Kids: What is the Difference Between a Rule and a Law? ● Graphic Organizer: Rules and Laws ● Activities: Family Safety Activity Book, Kids Britannica: Rules and Laws 	rules, laws

Unit 4: Being Part of a Community
Topic 3: Symbols of the United States and Louisiana

Overview

Louisiana's rich culture and traditions will be explored by the students. The students will learn about the unique cultural heritage of the state as they explore its traditions, music, food, and more. Students will be able to develop a greater understanding of Louisiana's diverse cultural heritage through this topic. During this course, students will learn about the symbols and holidays that go into making up the foundation and history of the United States.

Standards

- K.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
 - a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner”
 - c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5 Identify examples of different cultures and traditions in Louisiana, including:
 - a. Music: Cajun, jazz, zydeco
 - b. Traditions: king cake, red beans and rice on Mondays
 - c. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
- K.6 Identify a cause and effect for a significant event in a school, neighborhood, or parish.
- K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.

**U4T3: Symbols of the United States and Louisiana
Instructional Resources**

Framing Question: What are the symbols and traditions that represent the United States and Louisiana?		
Supporting Questions	Sources and Materials	Vocabulary
How does Louisiana's culture and traditions differ from other states?	<ul style="list-style-type: none"> ● Secondary Text: Louisiana's Culture ● Image Bank: U4T3SQ1 ● Videos: Louisiana, Louisiana Culture, Cajun Music, Jazz Music, Today is Monday in Louisiana, Louisiana 50 States ● Activity: Louisiana Culture Map 	culture, unique, celebration, festival, parade
What are the symbols of Louisiana and the United States?	<ul style="list-style-type: none"> ● Secondary Text: Louisiana and United States Symbols ● Image Bank: U4T3SQ2 ● Video: Louisiana Symbols, United States Symbols ● Map: Louisiana Parishes Map ● Graphic Organizer: Louisiana Symbols Graphic Organizer ● Activities: Louisiana Symbols Activity, Louisiana Symbols Sheets, U.S. Symbols Activity 	symbol, motto