

InvestiGatorTM

CLUB

**2025
Maryland
PreK**

Alignment to Maryland Pre-Kindergarten Social Studies Framework



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The InvestiGator Club®

Alignment to Maryland Pre-Kindergarten Social Studies Framework

This curriculum is centered around units of inquiry and guides learners to explore the world around them while learning to be good citizens and participants in the community. The citations reflect opportunities to explore social studies topics throughout the curriculum. ELA integration for reading, writing, and speaking and listening are indicated for each citation.

Standard 1.0: Civics	
Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community, where all individuals are treated with fairness and respect.	
Unit Question: What are the rights and responsibilities of people in a group, and those in authority?	
Content Topic and Essential Question	The InvestiGator Club® Curriculum
Freedom: What does it mean to be free?	<ol style="list-style-type: none"> 1. Let's Investigate! TG, Back to School: My Space, Your Space, p. 72. Children learn about freedom of choice and respecting others' personal space. (SL.PreK.1) 2. Let's Investigate! TG, Social Studies: We Have Needs, p. 157. Children discuss the basic needs of all people. (SL.PreK.2, SL.PreK.6) 3. Let's Investigate! TG, Back to School: Personal Space, p. 230. Children learn about respecting others' freedom to move in their personal space. (SL.PreK.6) 4. Healthy You TG, Science, pp. 122–123. Children discuss the five senses and recall the ingredients a boy used to make a healthy snack. (RI.PreK.2, RI.PreK.10, SL.PreK.6) 5. Splash and Dig TG, Social and Emotional: Puppet Play, p. 65. After listening to <i>Trouble at Triangle Beach</i>, children use puppets to discuss actions, consequences, and respect for others. (SL.PreK.6) 6. Watch It Grow TG, Science, pp. 122–123. Children discuss how they choose what to buy in a grocery store in preparation for reading a nonfiction text about a child who makes a grocery list. (RI.PreK.3)

<p>Conflict and Compromise: Why do Americans use compromise to resolve conflicts?</p>	<ol style="list-style-type: none"> 1. Under Construction TG, Social and Emotional: Play a Sharing Game, p. 65. Children discuss multiple ways to share tools. (SL.PreK.1, SL.PreK.6) 2. Under Construction TG, Oral Language: Medallion Day, p. 112. Children discuss why sharing is important and what happens when someone refuses to share. (SL.PreK.6) 3. Splash and Dig TG, Social and Emotional Development, p. 35. The teacher presents a scenario of a disagreement. Children determine how to settle it. (SL.PreK.6) 4. Watch It Grow TG, Social and Emotional: Kabob Crew, p. 124. A child leader ensures classmates all receive fruit to make a healthy class snack. (SL.PreK.1) 5. Building Social and Emotional Skills Activity Guide, Dilly and Manny Salamander, p. 10. Children listen to <i>Dilly and Manny Salamander</i>, discuss how the characters resolve a conflict, and make personal connections. (SL.PreK.2) 6. Building Social and Emotional Skills Activity Guide, Talk About It, p. 18. Children role-play scenarios where two characters must resolve a conflict. (SL.PreK.6)
<p>Rules: Why do we have rules at home, at school and in our community?</p>	<ol style="list-style-type: none"> 1. Let's Investigate! TG, Back to School: Classroom Rules, p. 186. Children brainstorm classroom rules as a whole class, led by the teacher. (SL.PreK.1) 2. Let's Investigate! TG, Back to School: A Community of Learners, p. 214. Children listen to classroom-rules-based scenarios and discuss how to handle each. (SL.PreK.6) 3. Healthy You TG, Daily Routines, Safety, p. 29. Children dictate water safety rules and discuss reasons for the rules and how trusted adults can help children understand them. (W.PreK.2) 4. Finny, Feathery, Furry Friends TG, Social Studies: Bunch of Wild Animals!, p. 104. Children dictate ideas for appropriate classroom behavior. (W.PreK.2) 5. Building Social and Emotional Skills Activity Guide, Play by the Rules, p. 34. Teacher presents rules, and children discuss whether they are fair. Children practice creating games, setting rules, and questioning the fairness of the rules. (SL.PreK.3)

Standard 2.0: Geography

Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture.

Unit Question: What makes my school community special?

Content Topic and Essential Question	The InvestiGator Club® Curriculum
Place: Where are we?	<ol style="list-style-type: none">1. Let's Investigate! TG, Readiness: JT's Near or Far, p. 90. Children use <i>near</i> and <i>far</i> to discuss relative location of objects in the classroom. (SL.PreK.1)2. Let's Investigate! TG, Science: Investigators Try and Record, p. 135. Children record the location of sunlight in the classroom throughout the day and use <i>near</i>, <i>on</i>, and similar words to describe its location in relation to classroom objects. (SL.PreK.1)3. Let's Investigate! TG, Back to School: School Tour, p. 138. Children take a walking tour of their school and then use photos from the tour to create a map. They use the map to name and find important places. (SL.PreK.1, SL.PreK.4, SL.PreK.5)4. Let's Investigate! TG, Back to School: School Song, p. 164. Children sing a song to indicate places in their school where they do certain activities. (SL.PreK.4)5. Let's Investigate! TG, Social Studies Small Group Lesson, pp. 176–177. Children look at and discuss a photo of a neighborhood, describing how it is alike and different from their own neighborhood. (SL.PreK.1, SL.PreK.4)6. Let's Investigate! TG, Oral Language: Sharing Chair, p. 186. Children explain what is special about the place where they live. (SL.PreK.1, SL.PreK.4)7. Finny, Feathery, Furry Friends TG, Oral Language, p. 96. Children look at a globe or map to see where they live. (SL.PreK.1)8. STEAM and Literacy Challenge Guide, Geography: France, p. 38. Children revisit the story “Stone Soup” and discuss its French origin. They find France on a globe and trace a route to where they live. (SL.PreK.1)

<p>Human and Environmental Interaction: How does where we live impact how we act?</p>	<ol style="list-style-type: none"> 1. Watch It Grow TG, Social Studies: Plan a Town, p. 104. Children learn about how people cleared land to build towns. Then they explore plant materials and act out clearing the land by removing the plant materials from an area and building a town with blocks. (SL.PreK.5) 2. Weather Watchers TG, Oceans and Weather, p. 47. Children explore a sand and water table and mimic the action of wind to see how it affects toy trees, buildings and boats. (SL.PreK.5) 3. Weather Watchers TG, Safety, p. 29. Children share safety tips about how the weather affects what they should wear during different seasons. (W.PreK.2) 4. Weather Watchers TG, Investigation Station, pp. 54–55. Children observe local weather over several weeks, record data, and discuss how weather affects what they wear. They compare weather in their climate to weather in other climates. (W.PreK.2, SL.PreK.1, SL.PreK.2)
<p>Movement: How do people connect?</p>	<ol style="list-style-type: none"> 1. Let’s Investigate! TG, Social Studies, pp. 176–177. Children create a representation of a neighborhood, including streets, homes, shops, and transportation, and compare it to their own neighborhoods. (SL.PreK.1, SL.PreK.4) 2. Let’s Investigate! TG, Oral Language: Getting to Know Bruno, p. 193. Children pass along messages in a game of “Telephone,” learning how messages change as they are communicated from one person to another. (SL.PreK.6) 3. Let’s Investigate! TG, Social Studies: City and Country Graph, p. 223. Children look at pictures depicting urban and rural communities and discuss their features, including types of transportation. (W.PreK.8, SL.PreK.1) 4. Let’s Investigate! TG, Shared Writing, p. 229. Children dictate a letter to fictional characters. They discuss how the letter will get delivered, and what the characters might say in a letter back. (W.PreK.2, W.PreK.5) 5. Under Construction TG, While You Were Out, p. 41. Children talk about how people communicate with others who are far away. (W.PreK.2, SL.PreK.1) 6. Finny, Feathery, Furry Friends TG, Listening: “The Squirrel,” p. 98. Children listen carefully as the teacher recites a rhyme. Children have to use clues in the rhyme to identify an animal. (RI.PreK.3, RI.PreK.10, SL.PreK.2)

Standard 3.0: Economics

Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources.

Unit Question: How do choices made by me and others impact our lives?

Content Topic and Essential Question	The InvestiGator Club® Curriculum
Scarcity: Why can't we have everything we want in school?	<ol style="list-style-type: none">1. Let's Investigate! TG, Back to School: A Community of Learners, p. 214. Children listen to classroom-rules-based scenarios and discuss how to handle each, including how to take turns and share materials. (SL.PreK.1)2. Under Construction TG, Oral Language: Medallion Day, p. 112. Children discuss why sharing is important and what happens when someone refuses to share. (SL.PreK.1, SL.PreK.6)3. Healthy You TG, Music and Movement: Dance to the Music, p. 108. Children discuss how to handle a situation where there are not enough scarves for all children to have one while they dance. (SL.PreK.1)4. Finny, Feathery, Furry Friends TG, Tell a Story, p. 103. Children listen to <i>Bruno's Hide and Seek</i> and discuss why Rosalita had to cut the whole loaf of bread into parts in order for everyone to get a piece. (SL.PreK.2, SL.PreK.3)5. Splash and Dig TG, Storytelling Classics, pp. 126–127. Children hear a story about a moose who drinks so much of the water in a river that the river starts to disappear. Children discuss the effects of the moose's actions on the other animals. (SL.PreK.1, SL.PreK.2)6. Building Social and Emotional Skills Activity Guide, Dilly and Chuck Wood, p. 11. Children review the story <i>Dilly and Chuck Wood</i> and discuss finding ways to share resources. Children view a plate of snacks and discuss how it can be shared. (SL.PreK.1, SL.PreK.2)7. Building Social and Emotional Skills Activity Guide, Talk About It, p. 18. Children discuss what to do when there is one apple and two people want it. Children discuss compromise and conflict resolution. (SL.PreK.1, SL.PreK.4)8. Building Social and Emotional Skills Activity Guide, Take Turns, p. 19. Children discuss what to do when there are not enough balls or scarves for everyone. They practice taking turns with the toys. (SL.PreK.1, SL.PreK.6)

<p>Choice: How can we make good choices?</p>	<ol style="list-style-type: none"> 1. Under Construction TG, Storytelling Classics: Make Connections, p. 126. Children discuss “The Three Little Pigs” and what happens to each house. They analyze why one material was a better choice over another. (SL.PreK.1, SL.PreK.2) 2. Healthy You TG, Literacy: Make a Menu, p. 88. Children make choices about what foods to add to a menu based on the food pyramid. Children recognize the importance of prioritizing healthy foods. (W.PreK.2) 3. Healthy You TG, Oral Language: Healthy Starts, p. 119. Children discuss how healthy choices are made throughout the day. Children share the choices that they make based on what will help them stay healthy. (SL.PreK.1)
<p>Trade: Why do people trade?</p>	<ol style="list-style-type: none"> 1. Under Construction TG, Social and Emotional: Play a Sharing Game, p. 65. Children discuss multiple ways to share tools so that they complete a task. (SL.PreK.1, SL.PreK.6) 2. Building Social and Emotional Skills Activity Guide, Share-a-Toy-Day, p. 17. Children trade their favorite toys with classmates for a day. Children discuss why it is nice to share and the importance of taking care of a classmate’s property. (SL.PreK.1, SL.PreK.6)

<p>Financial Literacy: How do people choose their jobs and careers?</p>	<ol style="list-style-type: none"> 1. Let's Investigate! TG, Writing Role Play, p. 43. Children view a variety of pictures showing people engaged in writing while performing different jobs. Children role play real-life scenarios based on what they see on the cards. (SL.PreK.1) 2. Let's Investigate! TG, Props and Costumes, p. 51. Children discuss people's jobs and the needs and roles of family members. Children use available props to play different roles. (SL.PreK.1) 3. Let's Investigate! TG, Social Studies: The One and Only You!, p. 116. Children identify their own unique characteristics and talents. Children respond to questions and recite a rhyme about how they are special. (SL.PreK.1, SL.PreK.2) 4. Let's Investigate! TG, Back to School: Busy Bees, p. 208. Children discuss their classroom jobs of the week. Children discuss the type of job that they would like next and how well the classroom runs when they work together. (SL.PreK.1) 5. Under Construction TG, Make Connections, p. 67. Children discuss different jobs at a construction site and who takes on those jobs. (SL.PreK.2, SL.PreK.5) 6. Watch It Grow TG, Social Studies: Robby's Job Chart, p. 84. Children discuss the need to fill jobs in the classroom so that everything runs smoothly. Children volunteer for jobs that appeal to them. (W.PreK.2, SL.PreK.1) 7. Steam and Literacy Challenge Activity Guide, Dramatic Play: What's My Job?, p. 11. Children review the various jobs of construction workers, choose one job each, and act out the actions of the workers while expressing how the worker might feel, using clear intonation. Classmates identify the workers being presented. (SL.PreK.2, SL.PreK.4) 8. Steam and Literacy Challenge Activity Guide, Writing: A Farmer's Life for Me, p. 96. Children explore the different jobs on a farm and select one they would like to do. Children draw a picture to complete a sentence about their job choice. (W.PreK.2) 9. Steam and Literacy Challenge Activity Guide, Social Studies: Family Helpers, p. 142. Children discuss the jobs that they have at home to help their family. They paint a picture showing the tools they use to perform the job and present their picture to the class, discussing why the job is necessary. (SL.PreK.4, SL.PreK.5)
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Standard 4.0: History

Enduring Understanding: Historians use tools to understand the past.

Unit Question: How can we learn about the past?

Content Topic and Essential Question	The InvestiGator Club® Curriculum
Chronology: How do people change and stay the same over time?	<ol style="list-style-type: none">1. Let's Investigate! TG, Readiness: Yesterday, Today, Tomorrow, p. 134. Children dictate events that happened yesterday, are happening today, and will happen tomorrow. (W.PreK.3, SL.PreK.1, SL.PreK.4)2. Let's Investigate! TG, Social Studies: How We Change Over Time, p. 135. Children discuss their own baby pictures and toys, noticing how they have changed. (SL.PreK.1, SL.PreK.6)3. Let's Investigate! TG, Social Studies: We Grow and Change, p. 138. Children draw themselves as babies, the way they are currently, and how they might look in the future, and share and discuss drawings with classmates. (SL.PreK.1, SL.PreK.5, SL.PreK.6)4. Finny, Feathery, Furry Friends TG, Days in Review, p. 28. Children review what they did yesterday and today and what will happen tomorrow. Children discuss how days and events change over time. (W.PreK.3, SL.PreK.1, SL.PreK.4)5. Steam and Literacy Challenge Activity Guide, Writing: Different Seasons, p. 102. Children discuss the four seasons and how they change. Children write sentences about how the seasons change, including the weather, holidays, and seasonal activities. (W.PreK.2, W.PreK.5)6. Steam and Literacy Challenge Activity Guide, Writing: A Year-Long Poem, p. 120. Children brainstorm and write words to complete a poem about activities that they like to do in each season of the year. (W.PreK.1, W.PreK.5)7. Steam and Literacy Challenge Activity Guide, Language: What Did We Do Yesterday?, p. 136. Children use the regular past tense to discuss what they did yesterday. They also discuss the meaning of the word <i>past</i>. (SL.PreK.4)
Life in the Past: How is our life different today than in the past?	<ol style="list-style-type: none">1. Let's Investigate! TG, Readiness: Time, p. 136. Children view, compare, and discuss pictures of timepieces from long ago and today. (SL.PreK.1, SL.PreK.4)2. Let's Investigate TG, Fine Art: Art from Long Ago, p. 138. Children look at a photo of a sculpture from long ago and compare it to something similar from today. (SL.PreK.1, SL.PreK.4, SL.PreK.6)

	<p>3. Watch It Grow TG, Social and Emotional: Plant a Tree, p. 73. Children discuss how a tree was a tiny sapling when their parents were young but is full grown now. Children explore change over time. (W.PreK.7)</p> <p>4. Watch It Grow TG, Social Studies: Plan a Town, p. 104. Children discuss how the country looked before settlers cleared the land and built homes and stores. Children recognize that the towns of today looked different long ago. (SL.PreK.5)</p> <p>5. Watch It Grow TG, Oral Language: Jobs on the Farm, p. 119. Children talk about the job of a farmer and discuss how modern farm equipment did not exist long ago. (SL.PreK.1, SL.PreK.4)</p> <p>6. Weather Watchers TG, Build a Castle, p. 48. Children hear stories about real and imaginary castles and learn about why people lived in castles long ago. (SL.PreK.5)</p> <p>7. Steam and Literacy Challenge Activity Guide, Social Studies: Ojibwa Home, p. 79. Children discuss how folktales are passed down through time and how the Ojibwa people once lived in the area that is now Minnesota. Children explore how the Ojibwa lived in the past. (SL.PreK.1, SL.PreK.2)</p>
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