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<tr>
<th>Nine Weeks</th>
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<th>Activities/Assessments</th>
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<tr>
<td>1st 9 Weeks</td>
<td><strong>Strand: Civics and Government</strong>&lt;br&gt;&lt;br&gt;<strong>Content Standard III</strong>: - Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.&lt;br&gt;&lt;br&gt;<strong>Benchmark III-D</strong>&lt;br&gt;Understand rights and responsibilities of “good citizenship” as members of a family, school and community (PS 1-2)&lt;br&gt;&lt;br&gt;– What actions show examples of being a good citizen?&lt;br&gt;– What are the consequences of breaking rules?</td>
<td><strong>Strand: Civics and Government</strong>&lt;br&gt;&lt;br&gt;<strong>Performance Standard K.1-2</strong>&lt;br&gt;1. Describe what is meant by citizenship.&lt;br&gt;2. Explain what is meant by “good citizenship,” to include:&lt;br&gt;• taking turns and sharing&lt;br&gt;• taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.</td>
<td><strong>Stand: Civics and Government</strong>&lt;br&gt;Students will discuss rules at home and school using a Venn diagram to compare and contrast home and school rules. Discuss the importance of following rules.&lt;br&gt;&lt;br&gt;<strong>Assessment</strong>: Venn Diagram, student participation, teacher observation&lt;br&gt;&lt;br&gt;Read Pinocchio and have a discussion about honesty. Discuss the consequences of dishonesty and honesty. Complete an interactive chart about the discussion.&lt;br&gt;&lt;br&gt;<strong>Assessment</strong>: Chart, student participation, teacher observation.</td>
<td><strong>Strand: Civics and Government</strong>&lt;br&gt;&lt;br&gt;<strong>Material Center Resources</strong>&lt;br&gt;&lt;br&gt;<strong>Book</strong>: Character Education IPF-5355&lt;br&gt;Focus on good character behavior and helps develop a sense of purpose. Reproducible activities included in the book&lt;br&gt;&lt;br&gt;<strong>Video</strong>: Going to School is Your Job MV-4614 (16 MIN)&lt;br&gt;Children are encouraged to work together, follow basic rules of safety, and assume responsibility. Comparisons are made between the child's role as student to that of his parents, and the school faculty and staff to the roles of the community helpers.&lt;br&gt;&lt;br&gt;<strong>Websites</strong>&lt;br&gt;&lt;br&gt;<strong>Good Citizenship</strong>&lt;br&gt;<a href="http://www.instructorweb.com/lesson/goodcitizenship.asp">http://www.instructorweb.com/lesson/goodcitizenship.asp</a>&lt;br&gt;A life skills lesson on what it means to have good citizenship skills. Includes printable teaching lesson worksheet</td>
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<td><strong>Strand: Civics and Government</strong></td>
<td><strong>Content Standard III:</strong> Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</td>
<td><strong>Strand: Civics and Government</strong></td>
<td><strong>Material Center Resources</strong></td>
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<td><strong>Benchmark III-B</strong></td>
<td>Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time (PS K.1-2)</td>
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<td><strong>Book</strong>- Decorative Art of the Southwestern Indians PR-0047 collections of designs on pottery, basketry, and other artifacts of Southwestern Indians</td>
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<td>What symbols does the United States flag include?</td>
<td>Recognize patriotic activities including &quot;The Pledge of Allegiance, &quot;salute to the New Mexico flag.&quot;</td>
<td><strong>Video</strong>- What is a Flag? MV-1852 (15 min)</td>
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<td>What symbols does the state flag include?</td>
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<td><strong>Websites</strong></td>
<td>United States Patriotic Theme <a href="http://www.first-school.ws/theme/h_united_states.htm">http://www.first-school.ws/theme/h_united_states.htm</a> United States patriotic educational activities and crafts for toddlers, preschool and kindergarten.</td>
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<td>What is the name of the pledge to the American flag?</td>
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<td><strong>Additional Resources:</strong></td>
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<td>What is the name of the pledge to the New Mexico flag?</td>
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<td><strong>Book</strong>- F is For Flag by Wendy Cheyette Lewison (not available at material center)</td>
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<td><strong>Book</strong>- Chiles for Benito by Ana Baca (not available in material center)</td>
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<td>2nd 9 Weeks</td>
<td><strong>Strand: Geography</strong>&lt;br&gt;<strong>Content Standard II:</strong> Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.&lt;br&gt;<strong>Benchmark II-C</strong>&lt;br&gt;Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present (PS K.1)&lt;br&gt;– What do families do together?&lt;br&gt;– What are your family traditions and celebrations?</td>
<td><strong>Strand: Geography</strong>&lt;br&gt;<strong>Performance Standard: K.1</strong>&lt;br&gt;Identify family customs and traditions and explain their importance.</td>
<td><strong>Strand: Geography</strong>&lt;br&gt;Students bring a “show and tell” item from their culture.&lt;br&gt;<strong>Assessment:</strong> student participation&lt;br&gt;<strong>Create a family tree / family participation project.</strong>&lt;br&gt;<strong>Assessment:</strong> Student family day.&lt;br&gt;<strong>Make a family collage.</strong>&lt;br&gt;<strong>Assessment:</strong> collage&lt;br&gt;<strong>Illustrate a picture of a family tradition or custom.</strong>&lt;br&gt;<strong>Assessment:</strong> Student’s drawings</td>
<td><strong>Strand: Geography</strong>&lt;br&gt;<strong>Material Center Resources</strong>&lt;br&gt;<strong>Video-</strong> Arthur’s Family Fun DVD-0082&lt;br&gt;Arthur, D.W. and the gang meet Elmwood’s newest family while learning to appreciate their own&lt;br&gt;<strong>Book-</strong> The Family PF-40&lt;br&gt;Warm, wonderful early childhood language activities from classic stories about families&lt;br&gt;<strong>Websites</strong>&lt;br&gt;Family Tree Craft <a href="http://www.enchantedlearning.com/crafts/familytree/">http://www.enchantedlearning.com/crafts/familytree/</a> family trees /crafts&lt;br&gt;<strong>Additional Resources</strong>&lt;br&gt;<strong>Book-</strong> All Families Are Different by Sol Gordon PH.D (not available at teacher center)&lt;br&gt;<strong>Book-</strong> Do You Want to be My Friend by Eric Carle (not available at teacher center)</td>
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## Roswell Independent School District

### Curriculum Map

**Subject:** Social Studies  
**July 2007**  
**Grade Level:** Kindergarten

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| 2nd 9 Weeks | **Strand: Geography**  
*Content Standard II:* Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.  
*Benchmark II-B:* Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. *(PS K.1)*  
– How would you classify landforms? How would you adapt to the different seasons? | **Strand: Geography**  
*Performance Standard K.1*  
1. Identify natural characteristics of places (e.g., climate, topography). | **Strand: Geography**  
Teacher creates a large picture web on which students place pictures of different landforms in the correct category.  
**Assessment:** Picture web, student participation, and teacher observation  
Students will fold paper into four parts and illustrate a picture of each of the seasons. They will label each picture with the correct season.  
**Assessment:** Students' illustration, rubric of writing stages from K report card.  
Teacher will create a little book with 4 sheets of paper (paper cut into 4) with a stick body template on each page. Students will draw appropriate clothing for each season.  
**Assessment:** student book  
**Material Center Resources**  
Video- The Magic School Bus Kicks up a Storm MV-6454 (30 min). The bus becomes a weather mobile  
Video- Weather for Children MV-0552 (23 min)  
Visit with a meteorologist illustrates how the measurement and observation of rainfall helps in determining the forecast.  
**Websites**  
Weather Wear  
http://www.lessonplanspage.com/SSWeatherWearCitiesAndTemperatures1.htm  
Different temperatures in different cities throughout the country |
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<td>3rd 9 Weeks</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Content Standard I:</strong> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.&lt;br&gt;&lt;br&gt;<strong>Benchmark: I-D</strong> Understand time passage and chronology.&lt;br&gt;&lt;br&gt;What is past and present?</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Performance Standard K.1</strong>&lt;br&gt;1. Understand the concept of past and present.</td>
<td><strong>Strand: History</strong>&lt;br&gt;Use Venn diagram to compare past and present items (e.g., transportation, communication, technology, homes, electricity).&lt;br&gt;&lt;br&gt;<strong>Assessment:</strong> Venn diagram, student participation, teacher observation.&lt;br&gt;&lt;br&gt;Use a 3-column chart to discuss what can be done with weather.&lt;br&gt;&lt;br&gt;<strong>Assessment:</strong> chart, student participation</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Material Center Resources</strong>&lt;br&gt;Video - Everyone Helps in a Community MV-0951 (17 min)&lt;br&gt;Traces the development of a community from a farm in the woods to a modern community</td>
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<td>3rd 9 weeks</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Content Standard I:</strong> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.&lt;br&gt;&lt;br&gt;<strong>Benchmark I-A</strong> Describe how contemporary and historical people and events have influenced New Mexico communities and regions.&lt;br&gt;&lt;br&gt;What are customs?</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Performance Standard K.1</strong>&lt;br&gt;1. Identify the customs, celebrations, and holidays of various cultures in New Mexico</td>
<td><strong>Strand: History</strong>&lt;br&gt;Read <em>The Keeping Quilt</em> and have each student draw a picture of a family tradition or custom on a 4x4 square. The class will create a New Mexican classroom quilt.&lt;br&gt;&lt;br&gt;<strong>Assessment:</strong> quilt</td>
<td><strong>Strand: History</strong>&lt;br&gt;<strong>Material Center Resources</strong>&lt;br&gt;Video - The Patchwork Quilt MV-1523 (30 min)&lt;br&gt;Tanya helps her grandmother make a beautiful quilt that tells the story of her family's life.&lt;br&gt;&lt;br&gt;<strong>Additional Resources</strong>&lt;br&gt;Book: <em>The Keeping Quilt</em> by Patricia Polacco&lt;br&gt;Book: <em>The Patchwork Quilt</em> by Valerie Flournoy</td>
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<td><strong>3rd 9 Weeks</strong></td>
<td><strong>Strand: Geography</strong></td>
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<td></td>
<td><strong>Content Standard II:</strong> Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</td>
<td><strong>Performance Standard K.1</strong> 1. Identify family customs and traditions and explain their importance.</td>
<td>Ask parents to send a traditional family recipe with their child. Each student will illustrate a picture on his or her recipe. Teacher will copy and bind into a recipe book. That student will decorate their book. The books can be given as gifts. (use any cookbook for an example) <strong>Assessment:</strong> kinder cookbook</td>
<td><strong>Material Center Resources</strong></td>
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<td><strong>Benchmark II-C</strong> Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.</td>
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<td>Have pictures from the past and present (e.g., first telephone, current phone, computer, telegraph, cell phone) and paste them to popsicle sticks. Use a yardstick as the timeline. Children can help place picture on correct place of the timeline. <strong>Assessment:</strong> teacher observation</td>
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<td>– Why are family customs and traditions important?</td>
<td><strong>Content Standard I:</strong> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</td>
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<td><strong>Websites</strong></td>
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<td>Can you identify events from the past and present?</td>
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**Resources:**
- **Video-Alexander Graham Bell** MV - 1469 (30 min) Animated film on development of first telephone based on challenges of deaf children.
- **Websites**
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<td>3rd 9 Weeks</td>
<td><strong>Strand: Economics</strong></td>
<td><strong>Content Standard IV:</strong> Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</td>
<td><strong>Performance Standard K.1</strong> 1. Understand the concept of product (something produced by human, mechanical, or natural process).</td>
<td><strong>Strand: Economics</strong></td>
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<td><strong>Benchmark IV-B:</strong> Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.</td>
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<td><strong>Assessment:</strong> student’s invention, teacher created rubric.</td>
<td><strong>Material Center Resources</strong></td>
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<td>How are different products made?</td>
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<td><strong>Video- Go, Dog, Go</strong> MV-4970 (30 min) Video also includes “Are you my Mother and “The Best Nest”</td>
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<td><strong>Video-</strong> Taking Flight (Magic School Bus) MV-4964 (30 min) In a series of high adventures, the students personally discover how wings and moving air cause flight.</td>
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<td><strong>Websites</strong></td>
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<td><strong>Transportation</strong> <a href="http://edtech.kennesaw.edu/web/transport.html">http://edtech.kennesaw.edu/web/transport.html</a></td>
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<td><strong>Transportation Art and Activities</strong> <a href="http://www.first-school.ws/theme/transportation.htm">http://www.first-school.ws/theme/transportation.htm</a> Have fun with transportation preschool activities and crafts for toddlers, preschool, kindergarten and adaptable for first grade</td>
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<td><strong>Additional Resources:</strong></td>
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<td><strong>Book-</strong> Cars and Trucks and Things That Go by Richard Scarry</td>
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| 4th 9 weeks | **Strand: History**  
Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of human experiences.  
Benchmark I-C Students will identify and describe similar historical characteristics of the United States and its neighboring countries.  
- What are some of the United States symbols? | **Strand: History**  
Performance Standard K.1 1. Identify the local, state and national symbols (e.g., flag, bird, song). | **Strand: History**  
Make a bald eagle using a paper bag.  
**Assessment:** bald eagle puppet  
Make a flag using popsicle sticks.  
**Assessment:** flag  
Using the website Symbols of America (listed under resources) students take a short quiz online quiz about American symbols (appropriate for Kindergarten)  
**Assessment:** online quiz | **Strand: History**  
**Material Center Resources**  
Video- Songs of America  
MV-0311 (23min) Children sing along to some of America's favorite songs  
Video- United States Flag  
MV-4588 (25 min) Explains the origin of the flag, the role of Betsy Ross, The Star-Spangled Banner (national anthem),  
**Websites**  
U.S. Patriotic Crafts  
Craft Stick Flag  
Symbols of America  
[http://www.kidport.com/GradeK/SocialStudies/AmericanSymbols.htm](http://www.kidport.com/GradeK/SocialStudies/AmericanSymbols.htm) Students take a short quiz online about American symbols (appropriate for Kindergarten) |
# Roswell Independent School District
## Curriculum Map
### Subject: **Social Studies**
### Grade Level: **Kindergarten**
### July 2007

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| **Content Standard I:** Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of human experiences. | **Performance Standard K.1** 1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials). | **Strand: History**  
Teacher reads books about people and their roles in the community/Students can act out different roles of authority figures from the community or illustrate them.  
**Assessment:** Teacher observation  
Have community speakers come in and talk to the students. | **Material Center Resources**  
Video- Neighborhood and Community MV-1853 (15 min)  
Students will visit a wide range of communities in action illustrating how people living in different neighborhoods and communities work together.  
**Websites**  
crafts and activities on community and community helpers  
Community Helpers and People [http://www.coloring.ws/people.htm](http://www.coloring.ws/people.htm)  
Coloring pages -community helpers and people. | |
<p>| <strong>Benchmark I-B:</strong> Understand connections among historical events, people, and symbols significant to United States history and cultures. | | | | |
| <strong>Strand: Civics and Government</strong> | | | | |
| <strong>Content Standard III:</strong> Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. | <strong>Performance Standard K.1</strong> 1. Demonstrate an awareness of community leaders. | | | |
| <strong>Benchmark III-A:</strong> Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. | | | | |</p>
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<td><strong>Content Standard IV:</strong></td>
<td><strong>Performance Standard K.1</strong></td>
<td><strong>Have a list of needs and wants written out on sentence strips (you can also have pictures). Face them down on the ground. Students can pick up the strips and decide if it's a need or a want and place them under the correct category. (This will be a whole group activity). <strong>Assessment:</strong> Categories correct</strong></td>
<td><strong>Material Center Resources</strong></td>
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<td>Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments</td>
<td>1. Understand that basic human needs are met in many ways.</td>
<td>**Have children fold a paper in half and label one side needs and one side wants. Students will draw or cut out pictures and place them in the correct category. <strong>Assessment:</strong> Table with pictures placed correctly</td>
<td><strong>Video- Natural Resources MV-1861 915 min</strong></td>
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<td><strong>Benchmark IV-A:</strong> Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).</td>
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<td><strong>Needs and Wants Unit</strong></td>
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<td>– What is the difference between things we need and things we want?</td>
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<td><strong><a href="http://web000.greece.k12.ny.us/task/activities/Wants-Needs/index.htm">http://web000.greece.k12.ny.us/task/activities/Wants-Needs/index.htm</a></strong></td>
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<td><strong>An entire Kindergarten unit on needs and wants (activities, lesson plans and a list of materials)</strong></td>
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**Roswell Independent School District**  
**Curriculum Map**  
**Subject:** Social Studies  
**Grade Level:** Kindergarten  
**July 2007**

### Nine Weeks

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| **Strand: Geography**         | **Performance Standard K.1**  
   1. Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.  
   **Performance Standard K.2**  
   2. Define personal direction of front, back, left, and right.  
   **Benchmark II-A:** Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.  
   **Benchmark II-E** Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.  
   How do you use directions?  
   How many students are in this class?  
   **Assessment:** Student map and teacher observation.  
   Explain that the class will play a game called, “Bring Me.” Pick out an object in the room. Describe its location by using directional words. The student will get a point for the group if they bring you to the correct object. (For example, you might say, “Bring me the thing that is in front of the chalkboard.” The student should bring you the item in front of the chalkboard.”) -For an extra challenge, have students create their own clues for the item they want. (Student takes on teacher’s role.)  
   **Extension Activity:** Draw a school map and students can find the ways to the nurse, office, principal, library, and gym, etc.  
   **Material Center Resources**  
   **Video—What’s in your Backyard?** MV-0213 (14 min) Investigation and discovery in your own backyard.  
   **Websites**  
   Teaching Direction  
   [http://k3hss.pwnet.org/kgrade/k_3.htm](http://k3hss.pwnet.org/kgrade/k_3.htm) Ideas and activities for teaching direction.
<table>
<thead>
<tr>
<th>Nine Weeks</th>
<th>Standards/Essential Questions</th>
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<tbody>
<tr>
<td>4th 9 Weeks</td>
<td><strong>Stand: Geography</strong></td>
<td><strong>Strand: Geography</strong></td>
<td>Students will make a class paper mache’ globe of the earth.</td>
<td><strong>Websites</strong></td>
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<td></td>
<td><strong>Content Standard II:</strong> Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</td>
<td>1. Describe the Earth’s physical characteristics.</td>
<td>Assessment: Verbal explanation of the characteristics of the earth.</td>
<td>Paper Mache Globe <a href="http://www.enchantedlearning.com/crafts/globe">www.enchantedlearning.com/crafts/globe</a> lesson for making a paper mache globe</td>
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<td></td>
<td><strong>Benchmark II-D:</strong> Understand how physical processes shape the Earth’s surface patterns and biosystems</td>
<td>– What does the earth look like? – What makes up the earth? (land, air, and water)</td>
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</tbody>
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| 4th 9 Weeks | **Strand: Economics** | **Strand: Economics** | Students bring items to barter and trade between one another. If students can’t afford to do this anything can be traded such as art work, free time passes, etc…. Students will draw a picture about their trade. Assessment: Picture drawn by student. | **Websites** |
|            | **Content Standard IV:** Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments | **Performance Standard K.1** Describe trade (e.g., buying and selling, bartering, simple exchange). |  | Bartering Activity [http://lessonplanspage.com/SSBarteringTradeActivity3.htm](http://lessonplanspage.com/SSBarteringTradeActivity3.htm) Lesson plan for third grade but can tweak it to make it Kindergarten appropriate. |
Subject: Social Studies
Grade Level: Kindergarten

Curriculum Map
July 2007