

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade Kindergarten

ESSENTIAL QUESTIONS: Where are we in school...in Portales...in New Mexico...in the United States... in the World?					
STRAND: Geography		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.			
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.					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
I – 1st Nine Weeks M – Nine Weeks	<ol style="list-style-type: none"> Define relative location of items in the physical environment in terms of over, under, near, far, up, and down. Define personal direction of front, 	<p style="text-align: center;">Community and Culture</p> <ul style="list-style-type: none"> concepts of location in 	<p>The student will be able to:</p> <p>Take a physical tour of the school and playground. Identify and may label and or graph different areas of their new environment.</p> <p>Using a town map the students will find the location of BECC.</p> <ul style="list-style-type: none"> The students will be able to find their classroom, the library, the music room, the bathrooms, the offices, the lunch room and the playground. Be able to tell you they go to school at BECC. Be able to tell you they live in Portales Be able to tell you that Portales is a town in New Mexico. 	<p>The Student will:</p> <ul style="list-style-type: none"> Find locations in the school. Verbally explain where they go to school and live in relation to town, state, nation, and world. 	<p>A Scholastic Weekly Readers</p> <p>Journeys Houghton Mifflin Harcourt</p> <p>II About Me:</p> <ul style="list-style-type: none"> School map Town map New Mexico map U.S. map Globe

	back, left and right.	relevance to "me"	<ul style="list-style-type: none">• Be able to tell you that New Mexico is part of the United States.• Be able to tell you that the United States is on earth. <p>Using make a book /map of their school with simple drawings to mark the area.</p>	
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ESSENTIAL QUESTIONS: Who is important to you? What makes a parent, teacher, principal, and superintendent important?					
STRAND: Civics and Government/ History		BENCHMARK: III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. I-B-United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.			
Content Standard III: Students understand the ideas, 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. 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 experience.					
9 w e e k	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
I – 1 st Nine Weeks M – 4 th Nine Weeks	Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials). Demonstrate an awareness of community leaders.	Leaders in our Community	<p>The student will be able to:</p> <p>Discuss and share the importance and roles of authority figures as a learning community.</p> <p>Meet the principal, superintendent, and community leaders</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Questioning • Partner share • Skits (Role switching) 	<p>Scholastic Weekly Readers</p> <p>Journeys Houghton Mifflin Harcourt</p> <ul style="list-style-type: none"> •

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ESSENTIAL QUESTIONS: What symbolizes New Mexico, tribes, and America?					
STRAND: Civics and Government/ History		BENCHMARK: III-B: 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. I-C-World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.			
Content Standard III: Students understand the ideas, 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. 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 experience.					
9 w e e s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1 Recognize and name symbols and activities of the United States, New Mexico, and Tribes, to include: a United States symbols to include the flag, bald eagle, monuments b New Mexico symbols to include the flag, Smokey Bear, State Bird, Chili c Tribal symbols and activities to include Feast Days, pottery, arts, storytelling. 2 Recognize patriotic activities including "The	We are New Mexicans	<p>The student will be able to:</p> <p>Whole group discussion about our state and nation</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> ▫ Recite the Pledge of Allegiance and the salute to the New Mexico flag. ▫ Compare the differences and similarities between the state and national flags. <p>National: Red is a symbol of valor and bravery White symbolizes purity and innocence Blue signifies vigilance, perseverance, and justice</p>	<p>Completed KWL chart</p> <p>Observation Participation</p>	<p>Scholastic Weekly Readers</p> <p>Journeys Houghton Mifflin Harcourt</p> <p>Song: School House Rock</p> <p>Flags:</p> <ul style="list-style-type: none"> ▫ New Mexico ▫ United States

	<p>Pledge of Allegiance”, “the Star Spangled Banner”, salute to the New Mexico flag, and New Mexico state songs.</p> <p>3. Identify the local, state, and national symbols (e.g., flag, bird, song)</p>	We are Americans		Venn Diagram	
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ESSENTIAL QUESTIONS: What are the customs, celebrations, and holidays in New Mexico?					
STRAND: History/Geography		BENCHMARK: I-A-New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. I-D-Skills: Understand time passage and chronology. II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.			
STANDARD: 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 experience. 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.					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1-2 nd Nine Weeks	Identify the customs, celebrations, and holidays of various cultures in New Mexico. <i>M-1st grade</i>		The Students will be able to: verbally, and artistically identify customs, celebrations, and holidays in New Mexico through:	Oral discussion and completed art project	Scholastic Weekly Reader Journeys Houghton Mifflin Harcourt Paper, Crayons, watercolor, markers...
	Understand the concept of past and present.		Read alouds: TSW listen as the T reads about NM and its customs	Proper listening skills and participation	<i>Scholastic Weekly Reader</i>

**** Our reading core Journey Houghton Mifflin Harcourt incorporates Social Studies and Science standards. ****