

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: What makes a person a good role model? What characteristics do our “heroes” have in common? How can we be good role models in our lives?					
STRAND: III Civics and Government			BENCHMARK: D Understand rights and responsibilities of “good citizenship” as members of a family, school and community.		
STANDARD: 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.					
1 s t 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.	Character Counts 1. It is important to tell the truth even when it is difficult. (R) 2. Sometimes it takes courage to do the right thing. (R) 3. It is important to take turns and treat others the way you want to be treated. (R) 4. Sometimes we need to stand up for others. (R) 5. Americans care about our country and show respect for our country. (R)	TSW role play good character traits in suggested situations where they might be tempted to make bad choices. TSW make posters or drawings with a partner that demonstrate children showing good character. They will present and explain their drawing to the class. TSW discuss the lives of various Americans (i.e. Martin Luther King Jr., Rosa Parks, George Washington, Abraham Lincoln, soldiers, Helen Keller) presented in Read Aloud materials and orally explain how those figures demonstrated good character. TSW choose an American discussed and explain with a picture and/or story how that figure displayed good character.	Teacher observation Posters/drawings of good character Teacher observation Pictures of Americans demonstrating good character.	Character counts poster templates Pencils, crayons Good Character in America picture/story template Read Alouds

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ESSENTIAL QUESTIONS: continued					
STRAND: III Civics and Government		BENCHMARK: D Understand rights and responsibilities of “good citizenship” as members of a family, school and community.			
STANDARD: 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.					
1 s t 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy	Citizenship 1. A citizen is a member of a group. (R) 2. We are a citizen of James Elementary, Portales, New Mexico, and the United States of America. (I) 3. We model and follow rules. (R) 4. We treat others with respect and kindness. (R) 5. We take care of the things and places we use. (I)	TSW discuss “good citizenship” traits presented in Read Aloud materials and orally draw conclusions about how those traits might apply to our lives at home, school, and in the community. TSW work with a team to determine a “fair” way to share a jump rope and orally present their idea to the class. TSW create a chart “Calling Up Courage” as a class listing things we can do to help us find courage (at school, at home, with friends, in scary settings). TSW discuss a story about a local volunteer from the newspaper and list as a class ways that children can show others they care. TSW write a letter to a community member they respect and explain what they respect about that person. TSW complete a word web “Good Citizens are...” as a class on the easel.	Teacher observation Team presentation “Calling Up Courage” chart Teacher observation Student letter Class word web	Read Alouds Jump ropes Dry erase markers, chart paper Current newspaper article Showing respect letter template http://ohioline.osu.edu/hyg-fact/5000/5290.html

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ESSENTIAL QUESTIONS: Are rules important? How can rules help us at home, in school, and in our neighborhoods/cities?					
STRAND: III Civics and Government			BENCHMARK: A Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.		
STANDARD: 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.					
1 s t 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Understand the purpose of rules and identify examples of rules and the consequences of breaking them.	<p>Rules</p> <p>1. We have rules to help protect us, show respect to each other, and keep things in order and running smoothly. (M)</p> <p>2. When we follow rules people stay safe, we have good friends, we are able to learn in school (R), and the things and places we use are taken care of. (I)</p> <p>3. When we don't follow rules we get in trouble, people get hurt, we lose our friends (R), and things and places we use are destroyed. (I)</p>	<p>TSW discuss the purpose of rules and examples of rules presented in Shared Reading and Read Aloud materials and examine how rules are the same and different depending on setting (i.e. home, playground, classroom, church, Wal-Mart).</p> <p>TSW work with a partner or team to create a rules poster for a different location around the school (i.e. library, hallway, cafeteria, playground, music, art, and computer lab classrooms).</p> <p>TSW brainstorm a list of consequences for breaking classroom rules as a group. Those consequences might become a part of the class discipline plan.</p>	<p>Teacher observation</p> <p>Rules posters</p> <p>List of consequences</p>	<p>Protecting You Protecting Me shared reading materials</p> <p><u>We the Kids: the Preamble to the Constitution of the United States</u> by David Catrow</p> <p><u>They Were Strong and Good</u> by Robert Lawson</p> <p><u>What is Government</u> by Ann-Marie Kishel</p> <p><u>Signs in Our World: Spot the Signs all Around You</u> by John Searcy and DK Publishing</p> <p><u>What Do You Do Dear</u> by Sesyle Josin</p> <p><u>Manners in the Classroom</u> by Terri De Gezelle</p> <p><u>What Teacher Can't Do</u> by Douglas Wood</p>

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ESSENTIAL QUESTIONS: continued					
STRAND: III Civics and Government		BENCHMARK: A Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.			
STANDARD: 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.					
1 s t 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Describe different groups and rules that apply to them (e.g., families, classrooms, communities).	Groups in Society 1. We are a member of different groups (family, classroom, teams, church (R), community). (I) 2. Our roles might be different in each group (big/little brother, captain, student). (I) 3. Wherever you are you are expected to treat others as you would like to be treated, to be honest and work hard, and to care for the people around you. (R)	TSW discuss and list (with teacher acting as scribe) the different groups that people are a member of and the different roles we fill in those groups. TSW create and present to a partner, small group, or the class a quilt display of the groups they belong to. TSW create and present to a partner, small group, or the class a quilt display of the roles they fill in their family (i.e. daughter, big sister, little sister, dish-washer, trash collector).	Class chart Groups quilt Roles quilt	Paper, markers, crayons, pencils Groups quilt template Roles quilt template

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Grade - 1**

ESSENTIAL QUESTIONS: How do adults make decisions? Do adults always get their way?					
STRAND:III Civics and Government			BENCHMARK: C Become familiar with the basic purposes of government in New Mexico and the United States.		
STANDARD: 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.					
1 s t 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]).	Decision Making 1. There are different ways to make a decision in a group. (R) 2. In a group, you may not always get your way. (R) 3. In a majority rule, everyone gets an equal vote. (I) 4. In a consensus, we work hard to make a decision that is acceptable to everyone. (I) 5. With an authoritarian decision, one person thinks about everyone's needs and makes a decision for the group. (I)	<p>The teacher will present a decision that needs to be made (i.e. Should we play sight word bingo before or after our math lesson?). TSW orally describe (the teacher will act as scribe) different ways the decision can be made.</p> <p><i>Consensus activity</i> – TSW consider in teams of three the problem, “There is one computer for you to share. How will you decide the best way to share the computer?” The students will find a solution that is acceptable to all and present their solution orally.</p> <p><i>Authoritarian activity</i> – TSW play the game Simon Says to physically examine an example of authoritarian leadership. TSW evaluate and list (with the teacher acting as scribe) decisions the teacher makes that are examples of authoritarian leadership.</p> <p><i>Majority rule activity</i> - TSW discuss the character attributes of two fictitious candidates for a two different specified jobs. TSW explain (written or orally) and justify their choice.</p>	<p>Teacher observation</p> <p>Teacher observation of oral presentations</p> <p>Class chart</p> <p>Student presentation</p>	<p>Paper, pencils, markers, crayons</p> <p>Choosing a Leader template</p>

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ESSENTIAL QUESTIONS: In what ways are the businesses in Portales important to us? How would our lives be different if there were no businesses in Portales?					
STRAND: IV Economics		BENCHMARK: B Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.			
STANDARD: 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.					
2 n a 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Understand the concept of goods and services.	Goods and Services 1. A product is something that is made (produced) and sold. (I) 2. A service is work someone does to help someone out. (I) 3. There are many jobs that are mostly service jobs (police officers, teachers, doctors, fire fighters, etc.). (I)	TSW illustrate examples of community jobs. TSW predict as a class which category their job falls into on a T-chart: goods or services. TSW analyze the illustrations of occupations the class predicted to be goods related and determine on a T-chart whether the worker makes or grows a good. TSW analyze the illustrations as a class predicted to be services and determine on a concept chart which service industry (healthcare, travel, public service education) the job fits in. TSW analyze illustrations of products as a class to determine on T-chart whether the product is made or grown.	Class goods and services T-chart Class makes or grows T-chart Class service industry concept chart Class made or grown T-chart	http://www.econedlink.org/lessons/index.php?lesson=642&page=teacher Paper, tape Occupations for goods and services poster templates Pictures for products that are made and grown

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ESSENTIAL QUESTIONS: What do our families and schools do to make sure we are taken care of and cared for?					
STRAND:IV Economics		BENCHMARK: A 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).			
STANDARD: 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.					
2 n d 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Define and differentiate between needs and wants.	Needs and Wants 1. Needs are things we must have to survive. (M) 2. Wants are things we would like to have, but don't need to survive. (M)	TSW assess, justify, and conclude with the class how best to spend \$20.00 for the classroom. TSW identify, differentiate and sketch food items in a refrigerator to show items needed for survival and items that are wants. TSW determine and illustrate with a partner two additional necessities for human survival and present their illustrations/thinking to the class. TSW research the Pueblo people of the Southwest with their family and complete a teacher created needs vs. wants comparison chart. Culminating assessment - TSW judge items pictured to determine which are needs or wants, and which might be difficult to decide on a T-chart and orally justify their thinking with a partner.	Teacher observation Needs vs. wants refrigerator chart Student illustrations and presentation Pueblo comparison chart Needs vs. wants T-chart	http://www.brainpopjr.com/socialstudies/economics/needsandwants/ http://www.bigorrin.org/pueblo_kids.htm Paper, markers Refrigerator template Paper, pencils, crayons Pueblo people information Needs vs. wants comparison chart Needs vs. Wants template with pictures

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STRAND: IV Economics		BENCHMARK: B Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.			
STANDARD: 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.					
2 n d 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Understand the condition of not being able to have all of the goods and services one wants.	Goods and Services 1. Goods and services have to be paid for. (I) 2. Some goods and services are luxury items. (I) 3. Some goods and services are unnecessary. (I) 4. How much money you have effects what goods and services you can buy. (I)	TSW discuss and identify as a class how people get goods and services. TSW brainstorm with a word web as a class (teacher as scribe) goods or services they want to have when they grow up. TSW then judge as a class the items on the word web that may be luxury items and discuss why/why not items are considered luxury and may not be necessary. TSW be given a scenario in which they will need to evaluate which school supplies to buy with \$20 to be ready for school. TSW determine which items are practical needs and which items are luxuries and explain in writing how the amount of money they had affected the choices they made.	Teacher Observation Class Word Web Practical Needs and Luxuries page	Chart paper, pencils Practical Needs and Luxuries Template http://www.brainpopjr.com/socialstudies/economics/needsandwants/grownups.wem!

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STRAND: IV Economics		BENCHMARK: A 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).			
STANDARD: 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.					
2 n a 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Understand how resources are limited and varied in meeting human needs.	Needs and Wants 1. Resources (money, time) may be limited. (M) 2. Some families may not have money for “extras” after paying bills. (M) 3. People do not always have the time to do everything they want to do. (M)	TSW create a Venn Diagram as a class (teacher as scribe) identifying activities they do with their families that take time and/or money. TSW discuss with partners, various scenarios presented by the teacher to determine how a family may or may not be able to participate in a various activities depending on the time and money they have. TSW create a list of all the things they must do today and all the things they would like to do today. TSW evaluate all the items on their list and circle the items they will have time to complete. TSW will brainstorm ways to include items they did not circle then discuss with a partner the decisions they made to manage their time. TSW create with a partner, a plan for spending a day at an amusement park determining which activities they will be able to do within a given amount of time.	Venn Diagram Teacher Observation Time Management Activity Template A Day at the Park Activity Template	Chart paper, markers, pencils Time and Money with Families Scenarios Time Management Activity Template A Day at the Park Activity Template http://www.ccsf.edu/Resources/VOICE/instructorslessonplans/timemanagement.pdf http://pbskids.org/itsmylife/school/time/index.html

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Grade - 1

ESSENTIAL QUESTIONS:					
STRAND:IV Economics		BENCHMARK: C Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.			
STANDARD: 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.					
2 n a 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).	Trade 1. Trade is an exchange of things or work. (R) 2. Money may be used to buy and sell. (R) 3.To exchange things without money is called the barter system. (M)	TSW play the game “barter bag”. Each child will have a bag of given items. Students will trade items from their bag with others in order to collect all items listed on a “needs” poster. If the student is able to barter for all their “needs” they can keep the “extras” in their bag. TSW compare and contrast purchasing with money and bartering for goods as a class on a Venn diagram.	Teacher observation Class Venn diagram	Teacher instructions for Barter Bag game 20 bags with given items Needs poster Rules Poster Chart paper, markers

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ESSENTIAL QUESTIONS: How are people in our town the same/different?					
STRAND: II Geography		BENCHMARK: E Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and 0.their interdependence, cooperation, and conflict.			
STANDARD: 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.					
2 n a 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify characteristics of culture (e.g., language, customs, religion, shelter).	Culture 1. Culture includes things we value, celebrate and do together. (R) 2. Our languages, religions, customs, and traditions are a part of culture. (R) 3. How we dress, what we eat, and our homes are part of culture. (R)	TSW consider the contents of the “mystery backpack” carried by the teacher for the day. TSW examine the items in the teacher’s backpack as they are unpacked and each item’s value and importance is explained. TSW “pack” his own backpack at home with items from his culture that are significant. TSW “show and tell” for the class about his culture with realia from home. TSW compare and contrast each other’s culture on a compare and contrast matrix	“Culture bag” from home Teacher observation Class compare and contrast matrix	Mystery backpack teacher information Teacher’s mystery backpack with items representing the teacher’s culture. Student mystery backpack with items representing the student’s culture. Class compare and contrast matrix

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ESSENTIAL QUESTIONS: How are we the same as/different than other people in New Mexico? How and why do we celebrate holidays?					
STRAND: I History		BENCHMARK: A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.			
STANDARD: 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.					
2 n d 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify common attributes of people living in New Mexico today.	Culture 1. There are 3 major cultures (groups of people) living in New Mexico; Native Americans, Hispanics and Caucasian. (M) 2. New Mexicans have strong to the land and farming, to the arts and sciences and to our traditions and families. (M)	TSW be assigned to one of three groups: Hispanic, Native American, and Western to act as “culture experts” for the week. TSW research the culture they are learning about at home and will return to school with 1 interesting fact and a picture to contribute. TSW discuss the varied cultures of New Mexico presented in Read Aloud materials and connect to self with a partner in a think-pair-share. TSW create, with their team, a poster highlighting their groups’ culture and will orally and visually teach the class about the culture they have researched. TSW create a “culture quilt” to summarize their understandings of culture in New Mexico.	Class assignments Fact and picture from home Teacher observation Team culture poster Student culture “quilt”	http://www.itsatrip.org/albuquerque/culture-heritage/native-american.aspx http://www.itsatrip.org/albuquerque/culture-heritage/hispanic-latino.aspx http://www.itsatrip.org/albuquerque/culture-heritage/cowboy-western.aspx <u>I is for Indians of the Southwest: The Story behind the Scenery</u>

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ESSENTIAL QUESTIONS: How are we the same as/different than people in Mexico and Canada? How and why do people celebrate holidays in Canada and Mexico?					
STRAND: I History		BENCHMARK: C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.			
STANDARD: 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.					
2 n d 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify and compare celebrations and events from the United States, Mexico, and Canada.	Celebrations/Events from U.S., Mexico, and Canada 1. Christmas Mexico -Nativity reenactment, pinatas, gifts left in shoes, the Day of the Kings, the Day of the Candles, and tamales. (I) Canada -Christmas trees, Midnight Mass, Yule Log dessert, the kissing ball and presents on New Year's Day. (I) United States -Christmas trees, cards, carols, baking, Santa Claus, gifts on Christmas Eve or Day. (R)	TSW listen to the Read aloud <i>Christmas ABC Book</i> . TSW write the traditions on index cards then place the items on a chart for which traditions they think are celebrated in Canada, the United States and in Mexico. TSW create a KWL chart as a class based upon their prior knowledge of Christmas celebrations in Canada, the United States and Mexico. TSW continue to refer back to the chart and add to it as they learn more customs throughout the duration of the unit. TSW listen to the Read aloud <i>Too Many Tamales</i> and explain in with an illustration or explanation how tamales are important to the celebration of Christmas in Mexico. TSW will create a book illustrating and explaining one Christmas tradition from Canada, the United States and Mexico	Canada, United States, Mexico Christmas Traditions Chart KWL Chart Illustration or explanation of Importance of Tamales in Mexico at Christmas. Christmas Traditions Book	Chart paper, markers, index cards, construction paper <i>Christmas ABC Book</i> by Janice Kramer <i>Too Many Tamales</i> by Gary Soto Christmas Traditions Book Template

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ESSENTIAL QUESTIONS: continued					
STRAND: I History		BENCHMARK: C World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.			
STANDARD: 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.					
2 n d 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. continued from previous standard	Celebrations/Events from U.S., Mexico, and Canada 2. Birthdays Mexico -Priest blessing at church, quiet and formal party at home for family, 2 nd party with friends including pinatas filled with candles, candy and coins. (I) Canada -Hidden coin in birthday cake, party favors with hidden prizes called crackers, birthday child gets nose greased for good luck. (I) United States -cakes with candles, parties with presents and party favors, birthday swats. (M)	TSW interview 1 family member and 1 person from their community to research how birthdays are celebrated. TSW share the interview they completed with the class while the teacher records all customs identified on a class chart. TSW work with a team to create a new game to be played at birthday parties. TSW create a poster depicting their ideal birthday party.	Interviews Student presentations Class chart Birthday game Birthday poster	<u>Birthdays! Celebrating Life Around the World</u> by Eve B. Feldman <u>Happy Birthdays Around the World</u> by L. Johnson Birthday Interview explanation, interview sheet, thank you letter Birthday Party game explanation Birthday party poster template

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ESSENTIAL QUESTIONS: What makes our state, New Mexico, special? Why do we have state holidays and symbols?					
STRAND: I History			BENCHMARK: A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.		
STANDARD: 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.					
3 r a 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	K. 1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.	Symbols (M) 1. Song – <i>O Fair New Mexico</i> 2. Capital – Santa Fe 3. Flag –The NM flag has a red zia (a symbol of the sun) on a yellow background. The four sets of 4 rays represent the cardinal directions, the four seasons, the times of day and seasons of life. 4. Nickname - “The Land of Enchantment” 5. Bird –The roadrunner is native to the desert habitat. 6. Tree – The pinon (nut pine) 7. Animal – The black bear. Smokey Bear was a bear cub injured in a NM forest fire. He was nursed to health and became a symbol for forest fire prevention. 8. Gem –Native Americans have traditionally used the <u>turquoise</u> in jewelry.	TSW recall and identify through a class discussion New Mexico State Symbols. TSW identify New Mexico symbols by participating in a game of Memory with a partner.	Teacher Observation New Mexico State Symbol Memory Game	New Mexico State Symbol Memory Game http://www.netstate.com/states/symb/nm_symb.htm http://www.enchantedlearning.com/usa/states/newmexico/

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Grade - 1**

ESSENTIAL QUESTIONS: continued					
STRAND: I History		BENCHMARK: B United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.			
STANDARD: 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.					
3 r a 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. continued from previous page.	Events 1. Labor Day- the 1 st Monday of September and celebrates people who work hard at their jobs in country. (I) 2. Veterans Day- on November 11 th and honors American soldiers who served our country. (R) 3. Martin Luther King, Jr. Day- the 3 rd Monday of January and honors Dr. King who fought for equality for all people in our country. (R) 4. Memorial Day- is the last Monday in May and honors American soldiers who were killed during a war. (I) 5. Independence Day- on July 4 th and celebrates the day American colonists declared their freedom from England. (I)	TSW recall and identify through a class discussion United States holidays. TSW discuss American holidays presented in Read Aloud materials and orally explain why those holidays are important to our country. TSW will create a book illustrating and explaining the reason for each National holiday in the United States	Teacher Observation Teacher Observation Student created National holiday booklet	National holiday booklet Template http://www.usa.gov/citizens/holidays.shtml http://en.wikipedia.org/wiki/American_holidays http://www.En.wikipedia.org/wiki/The_Star-Spangled_Banner

Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1

ESSENTIAL QUESTIONS: Why do we elect a president, governor, and local leaders? How have the lives and work of our presidents and civic leaders changed our way of life?					
STRAND: III Civics and Government		BENCHMARK: 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.			
STANDARD: 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.					
3 r a 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify the President of the United States and the Governor of New Mexico.	Leaders 1. The President of our country is Barack Obama. (I) 2. The Governor of our state is Bill Richardson. (I) 3. The Mayor of our city is Sharon King. (I)	TSW choose which of three groups they would like to research: our president, governor, or mayor. TSW create a list of six questions to research important information about our president , governor, and mayor. TSW divide the questions amongst the team to each take 1 question home to research the president and governor. TSW interview the mayor in the classroom with each child asking 1 question.	List of students researching each leader List of questions to research Research from home Notes from interview of city mayor	Printed research materials for current president, governor, and mayor Classroom anticipatory posters Scheduled interview with mayor of Portales Template for interview with mayor Paper, pencils Explanation of home research project

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: continued					
STRAND: III Civics and Government		BENCHMARK: 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.			
STANDARD: 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.					
3 r a 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.	Leaders 1. Leaders must act with good character. (I) 2. People watch leaders and follow their example. (I) 3. Leaders are elected by groups of people who believe they will care about their needs and wants when making decisions. (I)	TSW brainstorm on a Word Web as a class (teacher as scribe) and discuss the characteristics of a good leader. Characteristics of good citizenship should be included. TSW discuss and identify leaders on a baseball team. TSW create a T-Chart as a class (teacher as scribe) listing the duties and responsibilities as a coach and as a player. TSW discuss leadership presented in Read Aloud materials and orally explain why leaders are important to our cities, states and nation. TSW create with a partner a concept map identifying and listing the duties and responsibilities for a mayor, governor and president.	Word Web T-Chart Teacher Observation Mayor, Governor, President Concept Map	Chart paper, markers Mayor, Governor, President Concept Map Read Alouds on Leadership by Mark Hoog; <i>Your Song, Dream Machine</i> Read Aloud by Amanda Miller; <i>What Does the President Do?</i>

Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1

ESSENTIAL QUESTIONS: Why should we know about and learn about people and events from the past? How do historians keep track of important discoveries, lives, ideas, and dates?					
STRAND: I History		BENCHMARK: B - United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. BENCHMARK: D - Understand time passage and chronology.			
STANDARD: 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.					
3 r a 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	I. B. 2. Identify and recognize major political and social figures in the United States. I. D. 1. Demonstrate the use of timelines in order to show events in relation to one another.	Political and Social Figures 1. Martin Luther King, Jr. was a pastor who used non-violence to gain equality for all people in our country. (R) 2. Rosa Parks is remembered for her courage during the Civil Rights Movement. (I) 3. George Washington was the 1 st President of the United States. He was a General during the Revolution. (R) 4. Abraham Lincoln was the 16 th President of the United States and is remembered for ending slavery. (R) 5. Christopher Columbus sailed the Atlantic in 1492 with 3 ships; the Nina, Pinta and Santa Maria and is remembered for westward travel from Europe to the "New World." (R) 1. Timelines can be used to keep track of the most important events from history. (I) 2. Timelines can be used to show events of a day, events of a year, events of a person's life and events in history. (I) 3. Timelines can be used to show how things have changed between the past and present. (I)	TSW participate for three days in a colored armband activity designed by the teacher to teach students about discrimination. TSW discuss the lives of various Americans presented in Read Aloud materials and orally explain how those figures were important to America. TSW create several timelines as a class to document the life of various Americans discussed in class. TSW create a timeline of American history as a class, adding a picture and the dates of service for various Americans discussed in class.	Teacher Observation Teacher Observation Lifetime Timelines Basic American history timeline	Scott Foresman Guided Reading texts – Abraham Lincoln ; Abraham Lincoln: Great Man, Great Words ; Abraham Lincoln: Our 16th President Easy Reader biographies – Rosa Parks: Bus Ride to Freedom , George Washington: America's First President ; Abraham Lincoln: A Great president, a Great American David Adler's A picture Book of George Washington ; Garnet Jackson's George Washington: Our First President ; Doreen Rappaport's Martin's Big Words ; Courtney Baker's Rosa Parks ; Ruby Bridges and Grace Maccarone's Ruby Bridges Could you Be Like Dr. King Scholastic News Teacher information for armband activity Information on current President, Governor, Mayor Teacher information and picture resources for timelines http://www.pocanticohills.org/taverna/98/1.htm

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: Why do we have maps? How do maps help people?					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Understand maps and globes as representations of places and phenomena.	Maps and Globes 1. Maps are a flat picture of the world around us. (I) 2. Maps can be used to show climate, weather, elevation, and population. (I) 3. The globe is a model of Earth. (I)	TSW with a partner compare and contrast on a Venn Diagram maps and globes. TSW then report their ideas with the class and participate creating a class Venn Diagram (teacher as scribe). TSW discuss types of maps presented in Read Aloud materials and identify the purpose of each type of map.	Maps and Globes Venn Diagram Teacher Observation	Chart paper, markers Maps and Globes Venn Diagram Template <i>Helping Your Child With Maps & Globes</i> by Frazee, Bruce, Gaurdia, and William <i>Maps and Globes</i> by Jack Knowlton <i>Looking at Maps and Globes</i> by Carmen Bredeson

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: continued					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	3. Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state).	Maps and Globes 1. We can map rooms, buildings, cities, states, countries and the world. (I) 2. Maps can show small spaces and large areas. (I)	TSW view various maps depicting large and small places (i.e. world, continent, country, state, city, house plans) and discuss the purpose of each and how they may be helpful to people. TSW discuss types of maps presented in Read Aloud materials and identify the purpose of each type of map. TSW create a map of their classroom representing with drawings and labeling the doors, windows and their desk. TSW create maps of various places at the school representing with drawings and labeling the important objects in each location.	Teacher Observation Teacher Observation Mapping Your Classroom Template Mapping Places Around Us Template	Various maps depicting large and small places (i.e. world, continent, country, state, city, house plans) Mapping Your Classroom Template Mapping Places Around Us Template <i>Me on the Map</i> by Joan Sweeney <i>Where Do I Live?</i> by Neil Chesanow <i>Follow That Map!: A First Book of Mapping Skills</i> by Scot Ritchie <i>Mapping Penny's World</i> by Loreen Leedy

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: continued					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Identify and use the four cardinal directions to locate places in community, state, and tribal districts.	Cardinal Directions 1. The four cardinal directions are north, south, east and west. (I) 2. People use cardinal directions when they are reading a map and traveling. (I) 3. A compass rose shows the four directions on a map. (I)	TSW discuss the four main cardinal directions presented in Read Aloud materials and describe how they can be helpful to people. TSW participate in a class discussion and orally identify various places on a map using the four cardinal directions through the interactive website: Use a Compass Rose TSW demonstrate understanding of the four cardinal directions by participating in a game of "Directions Simon Says". TSW illustrate various objects on a map in specific locations determined by the teacher using the four cardinal directions and the compass rose to place each object.	Teacher Observation Teacher Observation Teacher Observation Compass Rose Mapping Activity	Compass Rose Mapping Activity Template <i>As the Crow Flies: A First Book of Maps</i> by Gail Hartman Use a Compass Rose website: http://www.eduplace.com/kids/socsci/books/applications/i/maps/maps/g1_u3/index.html Songs for learning cardinal directions: http://www.songsforteaching.com/geography/cardinaldirectionsnortheastsouthwest.htm

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: What is special about the land and water around Portales? How are the land and water around Portales different than the land and water of other places?					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	1. Identify and classify characteristics of places as human or natural.	Characteristics of a Place 1. Human Characteristics include the things people have made of changed in the land around us; reservoirs, roads, railroad tracks, buildings, landfills, water storage. (M) 2. Natural Characteristics include climate, elevation, land, plants, animals and water. (M)	TSW discuss human and natural characteristics presented in Read Aloud materials. TSW create with the class a T-Chart identifying places around Portales that are human or natural. TSW create with the class a Venn Diagram comparing/contrasting the land around Portales with other places.	Teacher Observation Human/Natural T-Chart Venn Diagram	Chart paper, markers <i>Investigate Landforms</i> by Jane Penrose <i>Dona Flor</i> by Pat Mora <i>The Hoover Dam</i> by Jeffrey Zuehlke <i>The Empire State Building</i> by Lisa Bullard

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: How can stories help us understand the world around us?					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships.	Folklore 1. Folklore helps us describe how the world, humans, animals, plants, the sun, stars and moon were created and why things happen like they do. (I) 2. Folklore can be songs, poems, or stories called legends. (I) 3. Folklore is told to children by the adults in a community and are passed from generation to generation. (I)	TSW discuss the various folklore presented as Read Alouds in class. TSW illustrate and summarize the legends discussed to create a folklore compilation booklet.	Teacher Observation Folklore booklet	<i>Between Earth & Sky: Legends of Native American Sacred Places</i> by Joseph Bruchac <u>The Legend of the Bluebonnet</u> by Tomie DePaola <u>The Legend of the Indian Paintbrush</u> by Tomie DePaola <u>The Girl Who loved Wild Horses</u> by Paul Gobel <u>The Mud Pony</u> by Caron Lee Cohen <u>How the Butterflies Came to Be, Sky Bear, the Owl's Plumage, How the Sun Got in the Sky</u> Read Alouds materials Folklore booklet, pencils, crayons

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: How do humans use the land and water of a place? How are land and water important to humans?					
STRAND: II Geography		BENCHMARK: F - Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources. BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	<p>II.F. 1. Describe the role of resources in daily life.</p> <p>II.C.1. Identify examples of and uses for natural resources in the community, state, and nation.</p>	<p>Natural Resources</p> <p>1. Natural Resources include: Plants-used for food, clothing and medicines Animals-used for food, clothing, work and companionship Land-used for farming, ranching , roads and buildings Water-used for drinking, cleaning, energy and growing plants Trees-used for building, packaging and paper Wind-used for energy Sun-used for energy Metals, Rocks, Chemicals and Minerals-used for gasoline, cleaning products, make-up, building, jewelry, plastics. (R)</p>	<p>TSW discuss natural resources presented in Read Aloud materials and orally describe how each are used in the daily lives of people.</p> <p>TSW create with the class (teacher as scribe) a concept map on the various ways trees may be used as a natural resource.</p> <p>TSW with a partner will choose a natural resource of their choice and create their own concept map depicting the various uses in which it may be used.</p>	<p>Teacher Observation</p> <p>Trees Concept Map</p> <p>Natural Resources Concept Map</p>	<p><i>Scott Foresman</i> big book pp. 156-157</p> <p><i>Bread is for Eating</i> Read Aloud</p> <p>Trees Concept Map Template</p> <p>Natural Resources Concept Map Template</p>

**Portales Municipal Schools
Social Studies Curriculum Map-2011
Grade - 1**

ESSENTIAL QUESTIONS: continued					
STRAND: II Geography		BENCHMARK: 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.			
STANDARD: 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.					
4 t h 9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	2. Describe the human characteristics of places such as housing types and professions.	Human Characteristics Housing types-houses, apartments, trailers, houseboats, cliff dwellings, tents (I) Professions-service (education, military, medical, legal, food), agriculture, production, technology (I)	TSW discuss various types of housing from around the world presented in various Read Aloud materials and compare on a class chart to types of houses in Portales. TSW choose a country and research 1) the type of home a family might live in and 2) the work family members might do to earn a living.	Class chart Student research from home	Chart paper, markers World map, post its Explanation of research project Student template for homes/occupations research