

Kindergarten

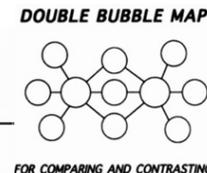
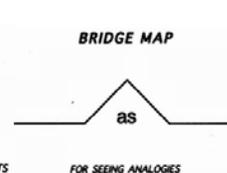
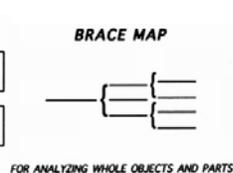
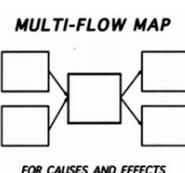
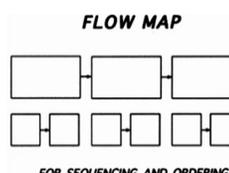
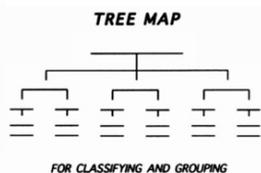
Introduction to History and Social Science: Focus on the Community

The standards for kindergarten students focus on the local community and include an introduction to basic history and social science skills. During the course of their first year in school, students should learn about their community, including basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- viewing artifacts and primary and secondary sources to develop an understanding of history;
 - using basic map skills to support an understanding of the community;
 - gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
 - asking appropriate questions to solve a problem;
 - comparing and contrasting people, places, or events;
 - recognizing direct cause-and-effect relationships;
 - making connections between past and present;
 - using a decision-making model to make informed decisions;
 - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
 - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

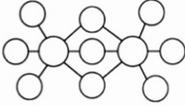
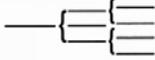
Thinking Map Images for Copying and Pasting

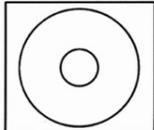


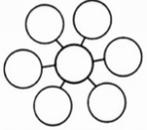
Essential Knowledge

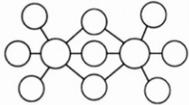
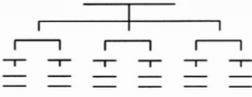
Essential Understanding

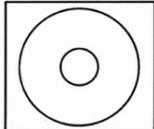
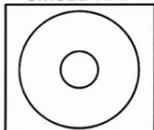
Resources

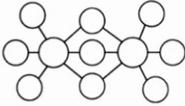
			Skill Focus and Exemplars (Instructions for linking to a Google Doc)	(for instruction, assessment, and intervention)
Q 1	K.1 a a) viewing artifacts and primary and secondary sources to develop understanding of history	Viewing includes making observations and asking questions. An artifact is an object or tool that reveals the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	<ul style="list-style-type: none"> - View maps of the local community. - View photographs of the local community jobs from the past and present. - View photographs of an American flag from long ago. - Have the students listen/talk to citizens from the local community about life in the past. 	<p>DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>Past/ present, community</p> <p>BRACE MAP</p>  <p><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small></p> <p>Parts of flag</p> <p>http://www.amherstcountymuseum.org/ http://www.monacannation.com/ Teachers could use Amazement Square, Poplar Forest, or Monacan Museum as a resource or a field trip.</p>
	K.1d (on going) d) asking appropriate questions to solve a problem	Asking a variety of questions takes learning further and deepens our understanding.	<ul style="list-style-type: none"> - Create a simple survey or questionnaire to gain a deeper understanding of the local community. - Ask a variety of questions of adults in the community about an issue within the community. - Create a class story proposing solutions to a problem. 	<p>See problem solving K.1d worksheet (worksheets are in the 1st 9 weeks folder).</p> <p>www.teacherspayteachers.com/Product/Speech-Therapy-Problem-Solving-Scenarios-Graphic-Organizer-FREE-443181 (free)</p> <p>BUBBLE MAP</p>  <p><small>FOR DESCRIBING USING ADJECTIVES</small></p>

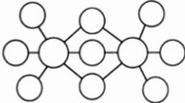
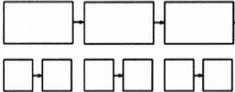
			Problem and solutions
K.1 e e) comparing and contrasting people, places, or events (bullet 1)	Comparing and contrasting examine similarities and differences among people, places, or events. Communities have different physical and cultural characteristics.	<ul style="list-style-type: none"> - Discuss how community helpers are alike and different in the services they provide. 	<p>Community Helpers videos:</p> <p>https://www.youtube.com/watch?v=e_tgro0oFLo</p> <p>https://www.youtube.com/watch?v=5dCe6kWYFvk</p> <p>http://teacher.scholastic.com/comclub/</p> <p>http://www.watchknowlearn.org/Video.aspx?VideoID=20711</p> <p>Activities:</p> <p>https://www.kidssoup.com/activity/community-helpers-preschool-activities-crafts-lessons-and-printables</p>
K.8 The student will match simple descriptions of work that people do with the names of those jobs.	People work at jobs.	<p>People work at jobs to earn money to satisfy their wants.</p> <p>Examples of jobs</p> <ul style="list-style-type: none"> - Doctors and nurses are people who take care of other people when they are sick, construction workers are people who build houses and other buildings, teachers are people who help students learn, chefs are people who prepare meals, farmers are people who grow crops and raise animals, firefighters are people who put out fires. 	<p>Invite guest speakers to visit.</p> <p>Host a career day.</p> <p>http://www.themeasuredmom.com/sorting-mats-for-community-workers/ (free) community helper sorting mats</p> <p>www.teacherspayteachers.com/FreeDownload/Community-Helpers-Free community helper booklet</p> <p>Read: <i>Franklin's Neighborhood</i> by Paulette Bourgeois</p> <p>CIRCLE MAP</p>  <p>FOR DEFINING IN CONTEXT</p>

			Community helpers
K.1 f f) recognizing direct cause-and-effect relationships (bullet 2,3)	A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Cause-and-effect relationships can be observed in the classroom, school, and community.	<ul style="list-style-type: none"> - Discuss the effects of following or breaking a classroom rule. - Draw pictures to show the effects of helping others. 	<p>Books: <i>David Goes to School</i> by David Shannon <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</p> <p>www.teacherspayteachers.com/FreeDownload/Cause-Effect-Alexander-and-the-Terrible-Horrible-No-The-Good-Very-Bad-Day-1446320</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>
K1. i (ongoing) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities	The classroom provides opportunities for students to develop the qualities of a good citizen.	<ul style="list-style-type: none"> - Identify the importance of classroom chores and determine a way to distribute responsibilities fairly. - Take turns while playing a matching game to determine events that are real or make believe. 	<p>Al's Pals</p> <p>Set up a classroom job/responsibility chart</p> <p>Citizenship Resources: http://www.kellybear.com/TeacherArticles/TeacherTip27.html http://www.globalkidsconnect.org/global-citizen/ http://www.educationworld.com/a_curr/curr008.shtml https://learn-the-ropes.wikispaces.com/For+Kids+%26+Teens...Sites</p>

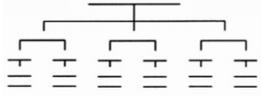
<p>K.1 j J) developing fluency in content vocabulary and comprehension of oral, written, and visual sources (bullets 1,2)</p>	<p>Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about the community. Comprehending content vocabulary involves using and interacting with a variety of sources.</p>	<ul style="list-style-type: none"> - Participate in class discussions about rules and the consequences of following or breaking rules by using or applying new content vocabulary. - Match pictures of workers with simple descriptions of the work people do. 	<p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>Community helpers</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>Community helpers and descriptions</p>
<p>K. 7 Describe how the location, climate, and physical surroundings of a community affect the way people live including a) their food, clothing, shelter, transportation, and recreation.</p>	<p>Geography includes the study of locations, climate, and physical surroundings. Location, climate, and physical surroundings affect the way people live.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - location: Where people live - climate: The kinds of weather an area has over a long period of time - physical surroundings: Land and bodies of water - season: Any one of the four phases of the year: spring, summer, fall, or winter - transportation: A way of moving people and things from one place to another <p>Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the: foods they eat, clothing they wear, type of houses they build.</p>	<p>Maps:</p> <p>https://www.youtube.com/watch?v=dp8VOG8Cgag</p> <p>https://www.youtube.com/watch?v=5IpdjyD_uPo</p> <p>http://www.kindergarten-lessons.com/kindergarten_maps/</p> <p>http://wset.com/weather</p> <p>http://www.weatherwizkids.com/</p> <p>http://www.slideshare.net/paulaloga/weather-clothes-and-seasons-12944095</p> <p>Transportation:</p> <p>www.youtube.com/watch?v=vBo3oBEtQik (Sesame Street: Bikes, Trains, Planes, and Cars!)</p> <ul style="list-style-type: none"> - See vehicle classification game worksheet (worksheets are in the 1st 9 weeks folder).

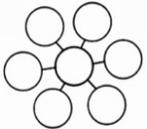
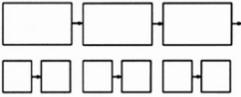
<p>K.10 (a- g) (ongoing) The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.</p>	<p>Good citizens are involved in their homes, schools, and communities. Good citizens take responsibility for their own actions. Good citizens participate in making decisions in the classroom. Good citizens work well with their classmates in groups. Good citizens help others in their community.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - community: A place where people live <p>Examples of being a good citizen: taking turns, sharing, completing classroom chores, assignments, taking care of one's things, respecting what belongs to others, being honest, practicing self-control, being kind to others, participating in making classroom decisions, working well with classmates in group</p>	<p>Music and songs : http://www.goodcitizen.org/Songs/Songs.html Activity: http://mrsriccaskindergarten.blogspot.com/2012/08/behavior-picture-sort-freebie.html behavior sort Books to read: <i>How Full Is Your Bucket?</i> by Tom Rath and Donald O'Clifton</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>CIRCLE MAP</p>  <p><small>FOR DEFINING IN CONTEXT</small></p> </div> <div style="text-align: center;"> <p>BUBBLE MAP</p>  <p><small>FOR DESCRIBING USING ADJECTIVES</small></p> </div> </div>
<p>K.11 a, b a) recognizing the American flag; b) recognizing the Pledge of Allegiance</p>	<p>The United States has a national flag. The United States has a national pledge to the flag. The United States has a leader, who is called the president.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - patriotism: feeling of respect for and love of country and state <p>-The American flag has white stars on a blue rectangle, and it also has red and white stripes. -The pledge to the American flag is called the Pledge of Allegiance. - The president is the leader of the United States.</p>	<p>Crafts: http://kidsactivitiesblog.com/5333/7/30-american-flag-crafts Activities: http://www.dltk-kids.com/usa/flag-day.htm http://www.crayola.com/free-coloring-pages/print/united-states-flag-coloring-page/ Book to read: <i>The Pledge of Allegiance</i> by Scholastic Inc.</p> <div style="text-align: center;"> <p>CIRCLE MAP</p>  <p><small>FOR DEFINING IN CONTEXT</small></p> </div> <p>Patriotism</p>

Q 2	K.1 e (ongoing) e) comparing and contrasting people, places, or events (bullet 4)	Comparing and contrasting examine similarities and differences among people, places, or events. Communities have different physical and cultural characteristics.	<ul style="list-style-type: none"> - Create a class Venn diagram to compare how holidays are celebrated. 	<p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>www.teacherspayteachers.com/FreeDownload/Compare-and-Contrast-Graphic-Organizers-To-Use-With-Any-Books venn diagram</p> <p>Read: <i>The Town Mouse and the Country Mouse</i>. Afterwards, make a venn diagram listing characteristics of the country and the city.</p>
	K.1 g g) making connections between past and present (Bullet 1-3)	Read stories about the community in the past. Show images of past foods, clothing, and houses and make connections to foods, clothing, and houses today. Discuss how community jobs have changed over time.	<ul style="list-style-type: none"> - Read stories about the community in the past. - Show images of past foods, clothing, and houses and make connections to foods, clothing, and houses today. - Discuss how community jobs have changed over time. 	<p>Video: https://www.youtube.com/watch?v=7v75QpvISUs http://libertyskids.com/nowthen/index.html</p> <p>Pictures: http://tpsna.sonjara.com/teaching_materials/learning_experience/all.php?experiences_key=4881</p> <p>Smart Board activities: http://asprecsapple.blogspot.com/2011/04/transportation-lesson-for-smartboard.html</p> <p>Books: <i>Amherst From Taverns to a Town</i> by Robert C. Wimer and Leah Settle Gibbs (contains pictures/maps that you can use with your lessons)</p>
	K.1j j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.	Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about	<ul style="list-style-type: none"> - Sequence events in stories about families in the past and present. Both written and oral sources can be 	<p>See above resources</p> <p>Books: <i>My First Little House Books Series</i></p>

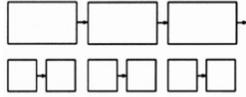
(bullet 3)	the community. Comprehending content vocabulary involves using and interacting with a variety of sources.	used in this one activity.	by Laura Ingalls Wilder
K.3 (Thanksgiving) Sequence events in the past and present and begin to recognize that things change over time.	Everyday life today is different from everyday life long ago. Stories and families people can describe events from the past.	<p>Terms to know:</p> <ul style="list-style-type: none"> - Past: Something that has already happened - Present: What is happening now 	<p>Activities:</p> <p>http://www.parenting.com/gallery/thanksgiving-crafts-ideas?page=1 http://www.thecorecoaches.com/2015/11/the-very-first-thanksgiving-day-read.html</p> <p>Venn Diagram to compare or double bubble map</p> <p>DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small> FLOW MAP</p>  <p><small>FOR SEQUENCING AND ORDERING</small></p> <p>Students can draw or use picture cards to sequence the events of the First Thanksgiving on the flow map.</p> <p>Lesson plan and comparison template provided below- http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/thanksThenNow.jsp Pictures and virtual tour of the first Thanksgiving. http://www.scholastic.com/schola</p>

				<p>stic_thanksgiving/voyage http://www.parenting.com/gallery/thanksgiving-crafts-ideas?page=1 Videos: <i>Charlie Brown - The Mayflower Voyagers</i> https://www.youtube.com/watch?v=N5BsrZzT8jA https://www.youtube.com/watch?v=Yh_0t4EcsjE</p> <p>Books: <i>The Story of the Pilgrims</i> by Katherine Ross <i>The Pilgrims' First Thanksgiving</i> by Ann McGovern</p>
	<p>K.7 Describe how the location, climate, and physical surroundings of a community affect the way people live including a) their food, clothing, shelter, transportation, and recreation.</p>	<p>Geography includes the study of locations, climate, and physical surroundings. Location, climate, and physical surroundings affect the way people live.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - location: Where people live - climate: The kinds of weather an area has over a long period of time - physical surroundings: Land and bodies of water season: any one of the four phases of the year: spring, summer, fall, or winter - transportation: A way of moving people and things from one place to another <p>Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the: foods they eat, clothing they wear, type of houses they build. Communities use various types of transportation to meet their needs. Geography affects how people</p>	<p>Maps: https://www.youtube.com/watch?v=dp8VOG8Cgag https://www.youtube.com/watch?v=5IpdjyD_uPo Htt http://www.kindergarten-lessons.com/kindergarten_maps/ http://wset.com/weather http://www.weatherwizkids.com/ http://www.slideshare.net/paulaloga/weather-clothes-and-seasons-12944095</p> <p>Transportation: www.youtube.com/watch?v=vBo3oBEtQik (Sesame Street: Bikes, Trains, Planes, and Cars!) <ul style="list-style-type: none"> - See vehicle classification game worksheet. </p>

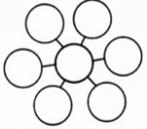
			<p>travel from one place to another and determines which recreational activities are available.</p>	<p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p> <p>Climate: Books: <i>What will the Weather Be?</i> By Lynda DeWitt Book on Youtube: https://www.youtube.com/watch?v=cfd7JmVOlZI <i>On the Same Day in March: A Tour of the World's Weather</i></p> <p>Houses: <i>All Kinds of Homes: A Lift-the-Flap Book</i> by Emma Damon</p>
K.11 c, d	c) knowing that the president is the leader of the United States; and d) recognizing the holidays and people associated with Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July)	The United States has a national flag. The United States has a national pledge to the flag. The United States has a leader, who is called the president. We celebrate holidays to remember people and events of long ago. Some holidays develop patriotism.	<p>Terms to know</p> <ul style="list-style-type: none"> - The president is the leader of the United States. <p>Holidays to know</p> <ul style="list-style-type: none"> - Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November. 	<p>Books: <i>Arthur Meets the President</i> by Marc Brown <i>President's Day</i> by Anne Rockwell <i>Duck for President</i> by Doreen Cronin</p> <p>Activities and worksheets related to President's Day: http://www.enchantedlearning.com/crafts/presidentsday/</p> <p>Betsy Ross: http://mrnussbaum.com/women/betsy_ross/ http://www.lessonpathways.com/Pathways/Detail/10207/betsy-ross</p>

				<p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p> <p>Adjectives about historical figures.</p>
<p>Q 3</p>	<p>K.1 c (on going) c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community</p>	<p>Gathering information involves using a variety of resources. Classifying information involves grouping like information. Sequencing events involves placing events in chronological order. Separating fact from fiction involves determining whether or not information gathered can be proven with evidence.</p>	<ul style="list-style-type: none"> - Listen to community members discuss events, stories, and legends to learn about the community. - Sequence events from the past that show how the community has changed over time. - Create a timeline with five events from a student's or community member's life. - Create a list of statements about the community. Sort them according to which ones can be proven with evidence and which ones cannot. 	<p>Invite someone from the museum to speak about events, stories, and legends about our community. http://www.monacannation.com/ (information about the Monacan Indians)</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>A homework assignment could be to have the students create a timeline with five events from their life. https://squareheadteachers.com/2013/08/14/blank-timeline-printables/ (free 5 block timeline) www.teacherspayteachers.com/Product/Human-Life-Cycle-774730 (human life cycle)</p> <p>Amherst timeline ideas for teachers: http://www.newsadvance.com/new_era_progress/news/local/timeline-from-pre-history-to-the-present/article_9fe3838f-da5c-</p>

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K.1 f f) recognizing direct cause-and-effect relationships (bullet 3)	A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Cause-and-effect relationships can be observed in the classroom, school, and community.	- Draw pictures to show the effects of helping others.	Books: <i>Don't Slam the Door</i> by Dori Chaconas <i>Never Ever Shout in a Zoo</i> by Doug Cushman <i>Officer Buckler and Gloria</i> by Peggy Rathmann (cause and effect activities to go with the book) https://www.teacherspayteachers.com/FreeDownload/Officer-Buckle-and-Gloria-Cause-and-Effect-533906 Videos: www.youtube.com/watch?v=pWIVoW9jAOs (cause and effect)	
K.1 i i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities (bullet 2)	Work in groups to choose between several fruits for snack choices to demonstrate how people must choose	- Work in groups to choose between several fruits for snack choices to demonstrate how people must choose something and give up something else when they cannot have everything they want.	Magazines, flyers, advertisements, chart paper to demonstrate choices See worksheet for "Families save money for..." "Sorting Needs and wants chart and sort pictures" (worksheets are in the 3rd 9 weeks folder).	
K.3 (George Washington & Independence Day) The student will sequence events in the past and present and begin to recognize that things change over time.	Everyday life today is different from everyday life long ago. Stories and people can describe events from the past.	Terms to know - past: Something that has already happened - present: What is happening now Events and traditions can be placed in chronological order to show change over time. Descriptions of life in the past and present can be	Teacher shows a collection of pictures and books depicting different time periods, pointing out changes over time. Worksheet: http://kindergartenkidlets.blogspot.com/2013/02/belated-presidents-day.html?spref=pi free	

			<p>shared by families through pictures and stories about how communities change over time.</p>	<p>George Washington sheet</p> <p>Video: http://sni.scholastic.com/SN1/Newsletter-Links/WatchAVideo6?eml=Teachers/smd/20140211/Facebook///TeachersPage/SCM/2100/pres-grade-one/ George Washington</p> <p>Books: <i>National Geographic Readers: George Washington (Reader Bios)</i> by Caroline Crosson Gilpin <i>George Washington's Teeth</i> by Deborah Chandra and Madeleine Comora</p> <p><i>A Picture Book of George Washington</i> by David Adler</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p>
Q 3	<p>K.4 The student will describe the relative location of people, places, and things by using positional words with emphasis on near/far, above/below, left/right, and behind/in front.</p>	<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things. There are certain words that help us describe where people, places, and things are located.</p>	<p>Positional words</p> <ul style="list-style-type: none"> - near, far - above, below - left, right - behind, in front of 	<p>activity: Students can use a manipulative to demonstrate positional words.</p> <p>smartboard activities: http://exchange.smarttech.com/search.html?q=positional%20words</p> <p>songs: by Greg and Steve We all live together with lyrics -</p>

			YouTube
<p>K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live including a) their food, clothing, shelter, transportation, and recreation.</p>	<p>Geography includes the study of locations, climate, and physical surroundings. Location, climate, and physical surroundings affect the way people live.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - location: Where people live - climate: The kinds of weather an area has over a long period of time - physical surroundings: Land and bodies of water - season: Any one of the four phases of the year: spring, summer, fall, or winter - transportation: A way of moving people and things from one place to another <p>Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the</p> <ul style="list-style-type: none"> - foods they eat - clothing they wear <p>type of houses they build.</p>	<p>maps: https://www.youtube.com/watch?v=dp8VOG8Cgag https://www.youtube.com/watch?v=5IpdjyD_uPo http://www.kindergarten-lessons.com/kindergarten_maps/ climate, physical surroundings: http://www.countyofamherst.com/egov/apps/document/center.egov?view=item;id=2365 http://wset.com/weather http://www.weatherwizkids.com/ http://www.slideshare.net/paulaloga/weather-clothes-and-seasons-12944095</p> <p>Transportation: www.youtube.com/watch?v=vBo3oBEtQik (Sesame Street: Bikes, Trains, Planes, and Cars!)</p>
<p>K.9 a,b The student will a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want.</p>	<p>People cannot have everything they want. A decision-making model helps people make choices. People have to make choices about things they want. People work to earn money and use it to buy the things they want.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - choice: Deciding among two or more things - wants: Things people would like to have - money: What people use to buy the things they want. Paper bills and coins are examples of money <p>When people cannot have everything they want, they must choose something and give up something else.</p>	<p>https://www.youtube.com/watch?v=RJjgUAhXxqw</p> <p>Sample Decision-Making Model - (see table on VDOE site)</p> <p>Teacher creates a classroom store. Students use play money to choose one item.</p> <p>Book: <i>If You Give a Mouse a Cookie</i> by Laura Numeroff (after reading make a list of items that the mouse</p>

			needed/wanted).
<p>K.11 c,d c) knowing that the president is the leader of the United States; and d) recognizing the holidays and people associated with of Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).</p>	<p>The United States has a national flag. The United States has a national pledge to the flag. The United States has a leader, who is called the president. We celebrate holidays to remember people and events of long ago. Some holidays develop patriotism.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - The president is the leader of the United States. <p>Holidays to know</p> <ul style="list-style-type: none"> - Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. - George Washington Day (Presidents' Day) This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February. - Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July. 	<p>MLK http://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/ https://www.youtube.com/watch?v=4xXZhXTFWnE https://www.youtube.com/watch?v=ALQeX7IFBcg http://www.nea.org/tools/lessons/mlk-day-gradesK-5.html#lp</p> <p>Books: <i>My First Biography of: Martin Luther King Jr.</i> by Marion Dane Bauer</p> <p><i>Celebrating Martin Luther King Jr. Day</i> by Joel Kupperstein</p> <p><i>National Geographic Readers: Martin Luther King, Jr.</i> by Kitson Jazyanka</p> <p>George Washington http://www.scholastic.com/teachers/article/7-fun-facts-about-george-washington https://www.youtube.com/watch?v=7XZXYbhLI2M http://www.usa4kids.com/presidents/George_Washington.html http://www.mountvernon.org/george-washington/key-facts/</p> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p>

				<p>Adjectives about historical figures.</p> <p>4th of July https://www.youtube.com/watch?v=zmSVnP-oDRs http://www.just4kidsmagazine.com/beacon4god/july4.html http://kidsactivitiesblog.com/30010/best-books</p> <p>Schoolhouse Rock videos about the Revolutionary war and Independence Day. https://www.youtube.com/results?search_query=school+house+rock+history http://www.dltk-kids.com/usa/crafts-other.htm</p> <p>Books: <i>Arthur Meets the President</i> by Marc Brown <i>President's Day</i> by Anne Rockwell <i>Duck for President</i> by Doreen Cronin</p> <p>Activities and worksheets related to President's Day http://www.enchantedlearning.com/crafts/presidentsday/</p>
Q 4	K.1 b) b) using basic map skills to support an understanding of the community	Maps help develop an awareness of where places are located in the community. Using a map involves making observations and connections, asking questions and reflecting.	Make simple observations and ask questions about where places are located in the community. <ul style="list-style-type: none"> - Use a map (digital/electronic) or globe to demonstrate the location of places referenced in 	<p>http://pbskids.org/catinthehat/games/mappingtool.html https://www.loc.gov/resource/g3883a.cwh00276/ www.zeemaps.com</p> <p>Books:</p>

		<p>stories and real-life situations</p> <ul style="list-style-type: none"> - Create a simple map of the classroom, playground or neighborhood. - Explain how colors are used to show land and water features on maps and globes. - Compare a past and present map of the local community. 	<p><i>Me on the Map</i> by Joan Sweeney <i>Follow That Map</i> by Scot Ritchie Student booklet https://www.teacherspayteachers.com/FreeDownload/Me-on-the-Map-Student-Book Please note that you will need to fix the page in the booklet to make it the state of Virginia (it shows Illinois).</p> <p>Activities:</p> <ul style="list-style-type: none"> - Create a large map using bulletin board paper. Have the children work in groups. Provide a map key for the project. - Make treasure maps. - Make a venn diagram to compare maps and a globe. - Search for amusement park maps, school maps, and road maps.
K.1 e e) Maps help develop an awareness of where places are located in the community. Using a map involves making observations and connections, asking questions and reflecting. (bullet 2&3)	Comparing and contrasting examine similarities and differences among people, places, or events. Communities have different physical and cultural characteristics.	<ul style="list-style-type: none"> - Use positional words such as: near/far, above/below, left/right, and behind/in front of to describe how places are alike and different. - Compare maps and images of the local community from the past and the present. 	<p>Maps: https://www.youtube.com/watch?v=dp8VOG8Cgag https://www.youtube.com/watch?v=5IpdjyD_uPo https://www.youtube.com/watch?v=0oLTciel5DM http://www.kindergarten-lessons.com/kindergarten_maps/</p> <p>Compare a current map of Amherst County to the one provided by Amherst Museum/School Administrator.</p>
K.1 g g) making connections between	Everyday life in our community today is different from everyday	<ul style="list-style-type: none"> - Use maps from the past and present to show how the 	Use historical maps of Amherst VA. See illustrations in book <i>Amherst</i>

	past and present (bullet 4&5)	life long ago. People, events, and developments have brought changes to the community.	<p>community boundaries have changed over time.</p> <ul style="list-style-type: none"> - Use maps or images from the past and present to show how maps have changed over time. 	<p><i>From Tarverns to a Town</i> by Robert C. Wimer and Leah Settle Gibbs or other resources.</p> <p>https://www.loc.gov/item/99446925/ http://www.newsadvance.com/new_era_progress/news/amherst-photographer-s-exhibit-captures-early-th-century-life/article_e8cddc1a-1278-11e4-afd8-001a4bcf6878.html</p>
	K.1 h h) using a decision-making model to make informed decisions	Choices involve getting more of one thing by giving up something else. All decisions involve costs (advantages) and benefits (disadvantages). A cost is what you give up when you decide to do something. A benefit is what satisfies wants.	<p>Use a decision-making model to discuss the costs and benefits of the following activities: a way to improve the classroom, school, or community, buying a toy, choosing a snack, working in a group, completing a classroom job</p> <p>Please see Curriculum Framework for a Sample Decision-Making Model.</p>	<p>Video: https://www.youtube.com/watch?v=RJJgUAhXxqw Activities: http://schoolmediainteractive.com/view/object/clip/3EEFF062A8AB36FFC6EBE73DDB5AD315 http://www.pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/ http://www.learnnc.org/lp/pages/3244 http://www.icanteachmychild.com/teaching-children-the-difference-between-wants-and-needs/ http://cathedralkindergarten.blogspot.com/2013/12/wants-and-needs-lesson-from-charlottes.html Needs and wants sheet books: http://financeintheclassroom.org/books.shtml#wants3</p>
	K.1 i i) practicing good citizenship skills	The classroom provides opportunities for students to	<ul style="list-style-type: none"> - Create a classroom or school map having each 	Als Pals Program

<p>while collaborating, compromising, and participating in classroom activities (bullet 4)</p>	<p>develop the qualities of a good citizen.</p>	<p>student draw a location on the map.</p>	<p>Set up a classroom job/responsibility chart</p> <p>Create classroom school map.</p>
<p>K.4 The student will describe the relative location of people, places, and things by using positional words with emphasis on near/far, above/below, left/right, and behind/in front.</p>	<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things. There are certain words that help us describe where people, places, and things are located.</p>	<p>Positional words</p> <ul style="list-style-type: none"> - near, far - above, below - left, right - behind, in front of <p>These words are used daily to describe where people, places, and things are located in relation to each other.</p>	<p>Positional words: http://www.kindergartenkindergarten.com/position-words/ https://www.youtube.com/watch?v=ryb26FjpgUE http://kinderblossoms.blogspot.com/2013/09/positional-words-with-pete-cat-wheels.html http://exchange.smarttech.com/search.html?q=positional%20words https://k-3teacherresources.com/resource/t-heme-vocabulary-words/position-vocabulary-words/</p> <p>Books: <i>Inside, Outside, Upside Down</i> by Stan Berenstain <i>Up, Down, and Around</i> by Katherine Ayers</p>
<p>K.5 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.</p>	<p>Maps and globes represent the Earth and sometimes include map legends. The location of places referenced in stories and real-life situations can be shown on maps and globes. Land and water features can be found on maps and globes.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> - Map: A drawing that shows what a place looks like from above - Globe: A round model of the Earth - Model: Something that stands for something else - Symbol: A picture or thing that stands for something else - Map legend: A list of shapes and symbols used on a map and an explanation of what 	<p>http://www.crayola.com/free-coloring-pages/print/neighborhood-map-coloring-page/ neighborhood map http://buggyandbuddy.com/going-bear-hunt-map-activity/ "We're Going on a Bear Hunt" map</p> <p>Map legend/key: https://www.youtube.com/watch?v=dp8VOG8Cgag map key http://s3images.coroflot.com/user_files/individual_files/original_174409_1nLQhHWAtgirL2joc_fdVUvvn.</p>

			<p>each one stands for Maps or globes can show the location of places referenced in stories and real-life situations. Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans. Land and water features on maps and globes are shown by different colors.</p>	<p>http://www.mrsprinceandco.com/2015/12/map-skills-with-holiday-twist.html Students can create a map and a legend. https://www.teacherspayteachers.com/FreeDownload/Make-a-Map-of-a-Neighborhood Creating maps with symbols and legends.</p> <p>Map unit ideas and lesson plans: http://www.hubbardscupboard.org/mail-maps-where-i-live/</p> <p>Create map and globe models using materials such as paper mache, tissue paper, paper bags etc.</p>
K.6	The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; and c) show the position of objects.	Basic map concepts will help students use maps and globes.	<ul style="list-style-type: none"> - Land and water features can be shown on a map as a view from above. - Maps and globes show features in a smaller size. - Locations can be found using a map, globe, geographic tool, or electronic device. 	<p>Videos: https://www.youtube.com/watch?v=BsqKTJtK_vw Exploring landforms and bodies of water. maps: http://www.pbs.org/parents/catinthehat/activity_mapping_tool.html Interactive map http://gradeonereadingcorner.blogspot.ca/2013/05/mapping-classroom.html An idea to make a classroom map.</p> <p>Landforms: http://snippetsbysarah.blogspot.com/2013/04/five-for-friday.html Students will draw a picture of each landform.</p> <p>Ideas: Show students google maps of their neighborhood.</p>

				songs: http://www.songsforteaching.com/geographysongs.htm
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