E	ESSENTIAL QUESTIONS: What is "Good Citizenship", and what does it look like?					
	RAND: Civics and Government	BENCHMARK: K-4 Benchmark II	II-D: Understand rights and responsibilities of "good citizenship" as members of a family, school, and C: Become familiar with the basic purposes of government in New Mexico and the United States.			
de	ocuments of the United Sta ate, tribal, and national lev	tes with particular emphasis	nd responsibilities of citizenship and understars on the United States and New Mexico constit			
w e e k	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and How)  The student will be able to:		RESOURCES	
3	1. Describe what is meant by citizenship. 2. Explain what is meant by "good citizenship," to include: a.Taking turns and sharing b.Taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.	community  • Behavior • Routines	For the first two weeks of school students will observe teachers as they model and discuss appropriate/positive behaviors.  The Students will Role play and practice, practice, practice.  These activities will include but not be limited to:  Teach to posters (Flow Charts) Sitting on the carpet "criss cross apple sauce hands in your lap" (quietly) Appropriate lunch room procedures and manners Lining up procedures Walking in a straight quiet line in the hall The student will be able to:	Displaying appropriate/positive citizenship by following taught behaviors     follow a "teach to flow chart"	Scholastic Weekly Readers  Journeys Houghton Mifflin Harcourt  All About Me:	
			<ul> <li>Follow the rules of the classroom and school.</li> <li>Sit quietly "criss cross apple sauce" on the carpet.</li> <li>Keep their hands and feet to themselves.</li> <li>Walk in a quiet straight line.</li> </ul>	<ul> <li>Observation</li> </ul>		

			Grade Kindergarten					
ESS	SENTIAL QUESTIONS: Wh	ere are we in schoolin Portalesin No	ew Mexicoin the United States in the World?					
STI	TRAND: Geography BENCHMARK: II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and							
	derive information about people, places, and environments.							
Co	ntent Standard II: Stude	ents understand how physical, natu	ral, and cultural processes influence where people li	ive, the ways in which peo	ple live, and how			
SO	cieties interact with one	another and their environments.						
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND	ASSESSMENTS	STUDENT MATERIALS			
	STANDARD	Review/Extend previously	INSTRUCTIONAL STRATEGIES (What and		AND RESOURCES			
W		introduced skill unless noted	How)		ANDINESSONIES			
ם		indiduced skill dilless floted	,					
k								
S			The student will be able to:					
			The student will be able to:					
	<ol> <li>Define relative location</li> </ol>	•	Take a physical tour of the school and playground.	The Student will:				
	items in the physical	Community and Culture	Identify and may label and or graph different areas		A Scholastic Weekly Readers			
S	environment in terms of		of their new environment.					
eek	over, under, near, far,	<ul> <li>concepts of location in</li> </ul>		Find locations in	Journeys Houghton Mifflin			
8	up, and down.		Using a town map the students will find the	the school.	Harcourt			
Nine	Define personal		location of BECC.	Marthallin arminin				
1	direction of front,		The standards will be able to find their	Verbally explain	II About Me:			
Σ (Ω			The students will be able to find their	where they go to				
ek			classroom, the library, the music room, the	school and live in	• Town map			
M			bathrooms, the offices, the lunch room and	relation to town,	New Mexico map			
Nine			the playground.	state, nation, and world.	• 0.5. map			
Z.			Be able to tell you they go to school at BECC.	world.	• Globe			
-			Be able to tell you they live in Portales					
I			Be able to tell you that Portales is a town					
			be able to tell you that Fortales is a town					

in New Mexico.

back, left and right.	relevance to "me"	<ul> <li>Be able to tell you that New Mexico is part of the United States.</li> <li>Be able to tell you that the United States is on earth.</li> </ul>	
		Using make a book /map of their school with simple drawings to mark the area.	

# ESSENTIAL QUESTIONS: Who is important to you? What makes a parent, teacher, principal, and superintendent important?

STRAND: Civics and Government/ History

BENCHMARK: III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. I-B-United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and

World history in order to understand the complexity of human experience.						
9 PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND		
STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES		
e	introduced skill unless noted					
е						
ls ls						
Tiloutic and action Comment		The student will be able to:	O a ati a saisa sa			
Identify authority figures a	na	Discuss and share the importance and roles of	Questioning			
describe their roles (e.g.,		authority figures as a learning community.	Partner share     Chita (Pala)	Scholastic Weekly Readers		
parents, teachers, principal		A colored to the colo	Skits (Role			
superintendent, police,	Leaders in our Community	Meet the principal, superintendent, and community	switching)	Journeys Houghton Mifflin		
public officials).		leaders		Harcourt		
		•		•		
<del></del>	_					
Demonstrate an awareness	s of					
community leaders.						
- E						
4 <sup>th</sup>						
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## **ESSENTIAL QUESTIONS: What symbolizes New Mexico, tribes, and America?**

**STRAND:** Civics and Government/ History BENCHMARK: III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.

I-C-World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

Content Standard III: Students understand the ideas, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and World history in order to understand the complexity of human experience

World history in order to understand the complexity of human experience.						
PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND		
STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES		
,	introduced skill unless noted					
,						
,						
		The student will be able to:				
1 Recognize and name		Whole group discussion about our state and nation	Completed KWL chart			
symbols and activities of the	We are New Mexicans			Scholastic Weekly Readers		
United States, New Mexico,		The Student will be able to:		•		
and Tribes, to include:		Recite the Pledge of Allegiance and the		Journeys Houghton Mifflin		
-		salute to the New Mexico flag.				
•		Compare the differences and similarities		Harcourt		
		· ·	Observation			
5 .		between the state and national hagsi		Song: School House Rock		
· · · · · · · · · · · · · · · · · · ·			1 di delpadori			
		National.		Flags:		
-		1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		New Mexico		
-		<b>Red</b> is a symbol of valor and bravery		<ul> <li>United States</li> </ul>		
activities to include		White symbolizes purity and innocence				
Feast Days, pottery,						
arts, storytelling.						
2 Recognize patriotic		justice				
acavides including The						
	PEFORMANCE STANDARD  1 Recognize and name symbols and activities of the United States, New Mexico, and Tribes, to include: a United States symbols to include the flag, bald eagle, monuments b New Mexico symbols to include the flag, Smokey Bear, State Bird, Chili c Tribal symbols and activities to include Feast Days, pottery,	PEFORMANCE STANDARD  CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  Recognize and name symbols and activities of the United States, New Mexico, and Tribes, to include: a United States symbols to include the flag, bald eagle, monuments b New Mexico symbols to include the flag, Smokey Bear, State Bird, Chili c Tribal symbols and activities to include Feast Days, pottery, arts, storytelling. Review/Extend previously introduced skill unless noted  We are New Mexicans  We are New Mexicans	PEFORMANCE STANDARD  CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  The student will be able to:  The student will be able to:  We are New Mexicans  We are New Mexicans  We are New Mexicans  The Student will be able to:  The Student will be able to:  The Student will be able to:  Recite the Pledge of Allegiance and the salute to the New Mexico flag.  Compare the differences and similarities between the state and national flags.  National:  C Tribal symbols and activities to include Feast Days, pottery, arts, storytelling. Recognize patriotic  The Student will be able to:  Recite the Pledge of Allegiance and the salute to the New Mexico flag.  National:  Red is a symbol of valor and bravery White symbolizes purity and innocence Blue signifies vigilance, perseverance, and justice	PEFORMANCE STANDARD  CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  The student will be able to:  Whole group discussion about our state and nation  The Student will be able to:  Whole group discussion about our state and nation  The Student will be able to:  Recite the Pledge of Allegiance and the salute to the New Mexico flag.  Compare the differences and similarities between the state and national flags.  National:  Tribal symbols and activities to include  Feast Days, pottery, arts, storytelling.  Recognize patriotic  Completed KWL chart  Whole group discussion about our state and nation  The Student will be able to:  Recite the Pledge of Allegiance and the salute to the New Mexico flag.  Compare the differences and similarities between the state and national flags.  National:  Red is a symbol of valor and bravery  White symbolizes purity and innocence  Blue signifies vigilance, perseverance, and justice		

Pledge of Allegiance", "the Star Spangled Banner", salute to the New Mexico flag, and New Mexico state songs.	We are Americans	Venn Diagram	
3. Identify the local, state, and national symbols (e.g., flag, bird, song)			

STRAND: History/Geography	What are the customs, celebrations, and holidays in New Mexico?  BENCHMARK: I-A-New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.					
, , , , ,	I-D-Skills: Understand time passage an	I-D-Skills: Understand time passage and chronology.				
	II-C: Be familiar with aspects of human	behavior and man-made and natural environments in order to recogn	ze their impact on the past and present.			
	II-E: Describe how economic, political,	cultural, and social processes interact to shape patterns of human pop	ulations, and their interdependence, coop	eration, and conflict.		
STANDARD: Content Standard I:						
Students are able to identify impor	tant people and events in order to a	analyze significant patterns, relationships, themes, ideas	beliefs, and turning points in Ne	w Mexico, United States, and World		
	e complexity of human experience					
II: Students understand how phys	sical, natural, and cultural process	es influence where people live, the ways in which peo	pple live, and how societies inte	ract with one another and their		
environments.						
9 PEFORMANCE STANDARD W	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES		
ls		The student will be able to:				
Identify the customs, celebrations, and holidays of various cultures in New Mexico. M-1 <sup>st</sup> grade		The Students will be able to: verbally, and artistically identify customs, celebrations, and holidays in New Mexico through:	Oral discussion and completed art project	Scholastic Weekly Reader Journeys Houghton Mifflin Harcourt Paper, Crayons, watercolor, markers		
Understand the concept of past and present.		Read alouds: TSW listen as the T reads about NM and its customs	Proper listening skills and participation	Scholastic Weekly Reader		

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