ECCENTIAL OFFICERONS, W	hat makes a person a good role	wadal? What abarasta		vo in common 2 Hove some	vo ho good wale models !
lives?	nat makes a person a good role	e modera vynat characte	risucs do our "neroes" nav	ve in common? How can w	ve de good roie modeis in our
STRAND: III Civics and Government STANDARD: Students unders	tand the ideals, rights, and resp	of a family, school and and understand the cont	d community. ent and history of the four		
PEFORMANCE STANDARD w e e e k	s on the United States and New CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master		AND INSTRUCTIONAL nd How)	ASSESSMENTS	STUDENT MATERIALS ANI 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)	situations where they need that demonstrate children character. They will prodrawing to the class. TSW discuss the lives of Martin Luther King Jr., I Washington, Abraham Keller) presented in Recorally explain how thos good character.	ren showing good esent and explain their f various Americans (i.e. Rosa Parks, George Lincoln, soldiers, Helen ad Aloud materials and e figures demonstrated an discussed and explain tory how that figure	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

ESSENTIAL QUESTIONS: continued					
STRAND: III	BENCHMARK: D				
Civics and Government	Understand rights and responsibilities of "good citizenship" as members				
	of a family, school and community.				

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

E	SSENTIAL QUESTIONS: A	re rules important? How can ru	iles help us at home, in s		orhoods/cities?		
~ -	ΓRAND: III			BENCHMARK: A	ENCHMARK: A		
S		stand the ideals, rights, and resp is on the United States and New		local, state, tribal, and and understand the con	d national governments tent and history of the for	unding documents of the United	
1	PEFORMANCE	CONCEPTS/SKILLS		AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND	
s t 9 w e e k s	STANDARD	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STRATEGIES (What a	·		RESOURCES	
8	Understand the purpose of rules and identify examples of rules and the consequences of breaking them.	Rules 1. We have rules to help protect us, show respect to each other, and keep things in order and running smoothly. (M) 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) 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)	of rules presented in Sh Aloud materials and exa same and different dep home, playground, clas Mart). TSW work with a partner rules poster for a differ school (i.e. library, hally playground, music, art, classrooms). TSW brainstorm a list o breaking classroom rule	er or team to create a ent location around the way, cafeteria, and computer lab	Teacher observation Rules posters List of consequences	Protecting You Protecting Me shared reading materials We the Kids: the Preamble to the Constitution of the United States by David Catrow They Were Strong and Good by Robert Lawson What is Government by Ann-Marie Kishel Signs in Our World: Spot the Signs all Around You by John Searcy and DK Publishing What Do You Do Dear by Sesyle Josin Manners in the Classroom by Terri De Gezelle	

I	ESSENTIAL QUESTIONS: continued								
S	TRAND: III	BENCHMARK: A							
(Civics and Government	Know the fundamental purpo	oses, concepts, structures, and functions of local, state	e, tribal, and national govern	ments.				
	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	1 - 1		ı	1 ' ' '					
s	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
t	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES				
		introduced skill unless							
9		noted							
		I= Introduce							
e		R=Review and							
e		Extend	The student will be able to:						
k		M=Master							
S									
	2. Describe different	Groups in Society	TSW discuss and list (with teacher acting as	Class chart	Paper, markers, crayons,				
	groups and rules that apply to them (e.g., families,	1. We are a member of	scribe) the different groups that people are a		pencils				
	classrooms, communities).	different groups (family,	member of and the different roles we fill in those		Cura vara avvilta ta manula ta				
	classicoms, communicies).	classroom, teams, church (R),	groups.		Groups quilt template				
		community). (I) 2. Our roles might be different	TSW create and present to a partner, small		Roles quilt template				
		in each group (big/little	group, or the class a quilt display of the groups	Groups quilt	Notes quit template				
		brother, captain, student). (I)	they belong to.	Groups quitt					
		3. Wherever you are you are							
		expected to treat others as	TSW create and present to a partner, small						
		you would like to be treated,	group, or the class a quilt display of the roles	Roles quilt					
		to be honest and work hard,	they fill in their family (i.e. daughter, big sister,	·					
		and to care for the people	little sister, dish-washer, trash collector).						
		around you. (R)							

ES	SSENTIAL QUESTIONS: H	Iow do adults make decisions? D	Oo adults always get thei	r way?		
	TRAND:III		•	BENCHMARK: C		
Ci	vics and Government			Become familiar with	the basic purposes of g	government in New Mexico
				and the United States.		
		stand the ideals, rights, and resp is on the United States and New				
1	PEFORMANCE	CONCEPTS/SKILLS		AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND
t	STANDARD	Review/Extend previously	STRATEGIES (What a	nd How)		RESOURCES
		introduced skill unless				
9		noted				
		I= Introduce				
w e		R=Review and				
e		Extend	The student will be a	ible to:		
k		M=Master				
S	1. Describe different ways	Decision Making		decision that needs to be	Teacher observation	Paper, pencils, markers,
	to determine a decision	1. There are different ways to		sight word bingo before or		crayons
	(e.g., majority rule,	make a decision in a group.	after our math lesson?).			
	consensus, authoritarian	(R)	can be made.	different ways the decision		Choosing a Leader template
	[parent, teacher, principal]).	2. In a group, you may not				
	principarj).	always get your way. (R)		consider in teams of three	Tanahan ahaamustian af	
		3. In a <i>majority rule</i> , everyone		e computer for you to share.	Teacher observation of oral presentations	
		gets an equal vote. (I) 4. In a consensus, we work	How will you decide the b	s will find a solution that is	oral presentations	
		hard to make a decision that	acceptable to all and pres			
		is acceptable to everyone. (I)		•		
		5. With an <i>authoritarian</i>		SW play the game Simon Says		
		decision, one person thinks	to physically examine an e		Class chart	
		about everyone's needs and		and list (with the teacher the teacher makes that are		
		makes a decision for the	examples of authoritarian			
		group. (I)		·		
			Majority rule activity - TSV		Charlent and 199	
			attributes of two fictitious		Student presentation	
			orally) and justify their	. TSW explain (written or		

E	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?								
	ΓRAND: IV		BENCHMARK: B						
E	conomics	Under	Understand that economic systems impact the way individuals, households, businesses, governments,						
		and so	cieties		-				
	make decisions about goods and services.								
S	ΓANDARD: Students unders		s and use economic reasoning skills to analyze the i	mpact of economic systems	s (including the market				
		ies, businesses, communities,							
2 n	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
d	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES				
		introduced skill unless							
9		noted							
w		I= Introduce							
e		R=Review and							
e		Extend	The student will be able to:						
k s		M=Master							
3	1. Understand the concept	Goods and Services	TSW illustrate examples of community jobs.	Class goods and services	http://www.econedlink.org/le				
	of goods and services.	1. A product is something that		T-chart	ssons/index.php?lesson=642&				
		is made (produced) and sold.	falls into on a T-chart: goods or services.		page=teacher				
		(1)							
		2. A service is work someone	TSW analyze the illustrations of occupations the	Class makes or grows T-	Paper, tape				
		does to help someone out. (I)	class predicted to be goods related and	chart					
		3. There are many jobs that	determine on a T-chart whether the worker		Occupations for goods and				
		are mostly service jobs (police officers, teachers, doctors, fire			services poster templates				
		fighters, etc.). (I)	TSW analyze the illustrations as a class predicted	Class service industry	Pictures for products that are				
		ingliters, etc.). (i)	to be services and determine on a concept chart	concept chart	made and grown				
			which service industry (healthcare, travel, public	,					
			service education) the job fits in.						
			TSW analyze illustrations of products as a class to	Class made or grown T-					
			determine on T-chart whether the product is	chart					
			made or grown.						

	ESSENTIAL QUESTIONS: What do our families and schools do to make sure we are taken care of and cared for?										
			BENCHM	IARK: A							
E	conomics		Understa	and that individuals, households, businesses, governments, and societies make decisions that							
			affect the	e distribution of resources and that these deci	isions are influenced by	incentives (both economic					
	and intrinsic).										
\mathbf{S}	STANDARD: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market										
	onomy) on individuals, famil	lies, businesses, com	nunities, ar								
2 n	PEFORMANCE	CONCEPTS/SKILLS	;	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
d	STANDARD	Review/Extend pre	eviously	STRATEGIES (What and How)		RESOURCES					
		introduced skill u	nless								
9		noted									
		I= Introduce	<u> </u>								
w e		R=Review a	nd								
e		Extend		The student will be able to:							
k		M=Master									
S	2. Define and differentiate			TOWN	- 1 1						
	between needs and wants.	Needs and Wants		TSW assess, justify, and conclude with the class	Teacher observation	http://www.brainpopjr.com/s ocialstudies/economics/needs					
	between needs and wants.	1. Needs are things		how best to spend \$20.00 for the classroom.		andwants/					
		have to survive. (M 2. Wants are things	•	TSW identify, differentiate and sketch food items	Needs vs. wants	<u>andwantsy</u>					
		like to have, but dor		in a refrigerator to show items needed for	refrigerator chart	http://www.bigorrin.org/pueb					
		to survive. (M)	i t ileeu	survival and items that are wants.	Terrigerator chart	lo kids.htm					
		to survive. (ivi)									
				TSW determine and illustrate with a partner two		Paper, markers					
				additional necessities for human survival and	Student illustrations and						
				present their illustrations/thinking to the class.	presentation	Refrigerator template					
				TSW research the Pueblo people of the		Paper, pencils, crayons					
				Southwest with their family and complete a							
				teacher created needs vs. wants comparison	Pueblo comparison chart	Pueblo people information					
				chart.		Noods vs. wants comparison					
				Culminating assessment - TSW judge items		Needs vs. wants comparison chart					
				pictured to determine which are needs or wants,		Chart					
				and which might be difficult to decide on a T-	Needs vs. wants T-chart	Needs vs. Wants template					
				chart and orally justify their thinking with a		with pictures					
				partner.		,					

E	ESSENTIAL QUESTIONS:								
S	ΓRAND: IV	BENC	CHMARK: B						
E	conomics	Unde	rstand that economic systems impact the way in	rstand that economic systems impact the way individuals, households, businesses, governments,					
		and so	ocieties						
		make	decisions about goods and services.						
			ples and use economic reasoning skills to analyze the i	mpact of economic systems	s (including the market				
	onomy) on individuals, fami			1	1				
2 n	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
d	STANDARD	Review/Extend previousl	y STRATEGIES (What and How)		RESOURCES				
		introduced skill unless							
9		noted							
w		I= Introduce							
e		R=Review and							
e		Extend	The student will be able to:						
k		M=Master							
	2. Understand the	Goods and Services	TSW discuss and identify as a class how people	Teacher Observation	Chart paper, pencils				
	condition of not being able	1. Goods and services have	, , ,						
	to have all of the goods and	be paid for. (I)			Practical Needs and Luxuries				
	services one wants.	2. Some goods and services	TSW brainstorm with a word web as a class		Template				
		are luxury items. (I)	(teacher as scribe) goods or services they want	Class Word Web					
		3. Some goods and services			http://www.brainpopjr.com/s				
		are unnecessary. (I)	class the items on the word web that may be		ocialstudies/economics/needs				
		4. How much money you ha	luxury items and discuss why/why not items are considered luxury and may not be necessary.		andwants/grownups.weml				
		effects what goods and	considered luxury and may not be necessary.						
		services you can buy. (I)	TSW be given a scenario in which they will need	Practical Needs and					
			to evaluate which school supplies to buy with	Luxuries page					
			\$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.						

ES	ESSENTIAL QUESTIONS:							
STRAND: IV BENCHM			ENCHM	MARK: B				
Ec	conomics			stand that economic systems impact the way individuals, households, businesses, governments,				
		**	nd socie					
				isions about goods and services.				
				and use economic reasoning skills to analyze the i	mpact of economic systems	s (including the market		
	onomy) on individuals, famil		nities, an		ACCECCATAITC	CTUDENT MATERIALS AND		
2 n	PEFORMANCE	CONCEPTS/SKILLS	:	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND		
d	STANDARD	Review/Extend previous introduced skill unless	•	STRATEGIES (What and How)		RESOURCES		
			ess					
9		noted						
w		I= Introduce						
e		R=Review and Extend		The student will be able to:				
e k		M=Master		The student will be able to.				
S		IVI–IVIdSLEI						
	3. Understand the value of	Value of Work		TSW review and add to a teacher created list of	Class chart	http://www.brainpopjr.com/s		
	work.	1. To be able to buy the	_	jobs that need to be completed around the		ocialstudies/economics/saving		
		you need and want you		classroom/school for the week.		andspending/		
		have to earn money by	У	TSW can choose to help complete a job daily or	Individual timesheets	Parent explanation letter		
		working. (I) 2. People can take pride	le in	sit quietly with their heads down during a 10	mulvidual timesneets	Farent explanation letter		
		working hard. (I)	ie III	minute "work" block for 3 days and will fill out a		List of jobs and possible		
		3. Good citizens are exp	pected	timesheet for jobs completed.		income		
		to work and contribute						
		community they live in.	n. (I)	TSW receive their pay for the jobs they		Timesheets		
				completed during the class "work" block.				
				TCM "book as their council is come at the		Tokens, tickets, or currency		
				TSW "buy" based on their earned income at the end of the week.		Goods and services to		
				end of the week.		purchase		
				TSW discuss patience, balance in life and pride in	Personal Plus/Delta	p 3. 3300		
				a job well done with the class and independently	charts	Personal plus delta templates		
				assess their job performance for the week.		·		

E	SSENTIAL QUESTIONS:									
	ΓRAND: IV	BENCH	HMARK: A							
E	conomics	Unders	stand that individuals, households, businesses, governments, and societies make decisions that							
			the distribution of resources and that these decisions are influenced by incentives (both							
	economic and intrinsic).									
S	ΓANDARD: Students under	stand basic economic principles	and use economic reasoning skills to analyze the in	mpact of economic systems	s (including the market					
ec	onomy) on individuals, fam	ilies, businesses, communities, a	nd governments.							
2 n	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
d	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
		introduced skill unless								
9		noted								
		I= Introduce								
w e		R=Review and								
e		Extend	The student will be able to:							
k		M=Master								
S	1. Understand how	Needs and Wants	TSW create a Venn Diagram as a class (teacher as	Venn Diagram	Chart paper, markers, pencils					
	resources are limited and	1. Resources (money, time)	scribe) identifying activities they do with their	Veilli Diagraili	chart paper, markers, penchs					
	varied in meeting human	may be limited. (M)	families that take time and/or money.		Time and Money with Families					
	needs.	2. Some families may not have	•		Scenarios					
		money for "extras" after	TSW discuss with partners, various scenarios							
		paying bills. (M)	presented by the teacher to determine how a		Time Management Activity					
		3. People do not always have	family may or may not be able to participate in a	Teacher Observation	Template					
		the time to do everything they	various activities depending on the time and							
		want to do. (M)	money they have.		A Day at the Park Activity					
			TCM anatha a list of all the athir as the survey of		Template					
			TSW create a list of all the things they must do today and all the things they would like to do		http://www.ccsf.edu/Resourc					
			today and all the things they would like to do today. TSW evaluate all the items on their list	Time Management	es/VOICE/instructorslessonpla					
			and circle the items they will have time to	Activity Template	ns/timemanagement.pdf					
			complete. TSW will brainstorm ways to include	, , , , , , , , , , , , , , , , , , , ,						
			items they did not circle then discuss with a		http://pbskids.org/itsmylife/sc					
			partner the decisions they made to manage their		hool/time/index.html					
			time.							
			TSW create with a partner, a plan for spending a	A Day at the Dayle						
			day at an amusement park determining which	A Day at the Park Activity Template						
			activities they will be able to do within a given amount of time.	Activity remplate						
			amount of time.							

	Grade - 1							
E	ESSENTIAL QUESTIONS:							
S	STRAND:IV BENCHM		CHMARK: C					
E	Economics Understa			and the patterns and results of trade and exch	ange among individua	als, households, businesses,		
			governm	ents.				
			_	eties, and their interdependent qualities.				
S	TANDARD: Students under	stand hasic economic		and use economic reasoning skills to				
				economy) on individuals, families, businesses,				
	ommunities, and government		1110 11111 1101	ceonomy) on marriadus, rummes, susmesses,				
2	PEFORMANCE	CONCEPTS/SKILLS		STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND		
n d	STANDARD	Review/Extend pre		STRATEGIES (What and How)	710020011121110	RESOURCES		
d	STANDARD	introduced skill ur	-	STRATEGIES (What and How)		RESCORCES		
9			11633					
9		noted						
w		I= Introduce						
e		R=Review ar	nd					
e		Extend		The student will be able to:				
k		M=Master						
S	1 Define the simulast form	→ 1 .		TCM plants a garage "bags and a garage Table abild will	Tanahan ahaamustian	Too show in at weat is not few Downton		
	1. Define the simplest form of exchange (the barter	Trade		TSW play the game "barter bag". Each child will	Teacher observation	Teacher instructions for Barter		
	system being the direct	1. Trade is an exchar	nge of	have a bag of given items. Students will trade		Bag game		
	trading of goods and	things or work. (R)		items from their bag with others in order to		20 hans with sives items		
	services between people).	2. Money may be us	ed to buy	collect all items listed on a "needs" poster. If the		20 bags with given items		
	services servicen people).	and sell. (R)		student is able to barter for all their "needs" they		Needenester		
		3.To exchange thing		can keep the "extras" in their bag.		Needs poster		
		money is called the	barter	TCM	Clara Vana dia anam	Dulas Dantas		
		system. (M)		TSW compare and contrast purchasing with	Class Venn diagram	Rules Poster		
				money and bartering for goods as a class on a		Chart name an anadrone		
				Venn diagram.		Chart paper, markers		

E	ESSENTIAL QUESTIONS: How are people in our town the same/different?										
S	ΓRAND: II	BENCE	IMARK: E								
G	eography	Describe	e how economic, political, cultura	al, and social processes interact to shape patterns of h	numan populations, and 0.the	eir interdependence, cooperation,					
	and conflict.										
S	STANDARD: Students understand how physical, natural, and cultural processes influence where people live, the ways										
in	which people liv	e, and l	now societies interact with	one another and their environments.							
2 n	PEFORMANCE		CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
d	STANDARD		Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
			introduced skill unless	,							
9			noted								
			I= Introduce								
w			R=Review and								
e			Extend	The student will be able to:							
e k			M=Master	The student will be able to.							
s			IVI–IVIASLEI								
	1. Identify character	ristics	Culture	TSW consider the contents of the "mystery		Mystery backpack teacher					
	of culture (e.g., lang		1. Culture includes things we	backpack" carried by the teacher for the day.		information					
	customs, religion, sh	nelter).	value, celebrate and do								
			together. (R)	TSW examine the items in the teacher's		Teacher's mystery backpack					
			2. Our languages, religions,	backpack as they are unpacked and each item's		with items representing the					
			customs, and traditions are a	value and importance is explained.		teacher's culture.					
			part of culture. (R)								
			3. How we dress, what we	TSW "pack" his own backpack at home with	"Culture bag" from	Student mystery backpack					
			eat, and our homes are part	items from his culture that are significant.	home	with items representing the					
			of culture. (R)			student's culture.					
				TSW "show and tell" for the class about his	Teacher observation						
				culture with realia from home.		Class compare and contrast					
						matrix					
				TSW compare and contrast each other's culture	Class compare and						
				on a compare and contrast matrix	contrast matrix						

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

listory		udents will identify and describe similar historical ch	aracteristics of the United S	States and its neighboring
		and events in order to analyze significant patterns, nderstand the complexity of the human experience		eas, beliefs, and turning points
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 AN 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 reinactment, 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 Christmas ABC Book. 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 Too Many Tamales 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 Christmas ABC Book by Janic Kramer Too Many Tamales by Gary Soto Christmas Traditions Book Template

	SSENTIAL QUESTIONS: co FRAND: I		CHMARK: C		
-			d: Students will identify and describe similar historical ch	aracteristics of the United	States and its neighboring
countries.			•	aracteristics of the Officed	States and its neighboring
C r	FANDARD: Students are abl		pple and events in order to analyze significant patterns,	relationshins themes id	eas heliefs and turning points
			to understand the complexity of the human experience	<u> </u>	cas, beneis, and turning points
2	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND
n d	STANDARD	Review/Extend previou	strategies (What and How)		RESOURCES
		introduced skill unless			
9		noted			
		I= Introduce			
W		R=Review and			
e		Extend	The student will be able to:		
e k		M=Master	The student will be usic to.		
s		IVI-IVIASCEI			
	1. continued from previous	Celebrations/Events for	m TSW interview 1 family member and 1 person	Interviews	Birthdays! Celebrating Life
	standard	U.S., Mexico, and Can			Around the World by Eve B.
		2. Birthdays	are celebrated.		Feldman
		Mexico-Priest blessing at		Student presentations	
		church, quiet and formal		Class chart	Happy Birthdays Around the
		at home for family, 2 nd pa			World by L. Johnson
		with friends including pir		Diath day as a	Diath day betan inc.
		filled with candles, candy		Birthday game	Birthday Interview
		coins. (I)	TSW work with a team to create a new game to be played at birthday parties.		explanation, interview sheet, thank you letter
		Canada-Hidden coin in		Birthday poster	thank you letter
		brithday cake, party favo	TSW create a poster depicting their ideal	birtilday poster	Birthday Party game
		with hidden prizes called	1		explanation
		crackers, birthday child g nose greased for good lu			CAPIGNATION
		United States-cakes with	(1)		Birthday party poster
		candles, parties with pre	ints		template
		and party favors, birthda			, , , , , , , , , , , , , , , , , , ,
		swats. (M)			

Grade - 1

E	ESSENTIAL QUESTIONS: What makes our state, New Mexico, special? Why do we have state holidays and symbols?								
	TRAND: I	1100 1100 001 50000, 110 11 112011	es, special (, lig as we	BENCHMARK: A					
	istory			New Mexico: Describe ho	w contemporary and histori	cal people and events have			
	influenced New Mexico communities and regions.								
S	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	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES	AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND			
d	STANDARD	Review/Extend previously	STRATEGIES (What a	nd How)		RESOURCES			
		introduced skill unless							
9		noted							
		I= Introduce							
w e		R=Review and							
e		Extend	The student will be a	ble to:					
k		M=Master							
S	Y7 4 Y1 10 1								
	K. 1. Identify the customs,	Symbols (M)		through a class discussion	Teacher Observation	New Mexico State Symbol			
	celebrations, and holidays of various cultures in New	1. Song – O Fair New Mexico	New Mexico State Symb	ools.		Memory Game			
	Mexico.	2. Capital – Santa Fe	TCVA/: L I'S AL AA '	1 1 1					
	Wickled.	3. Flag –The NM flag has a	TSW identify New Mexic	7	Name Namina Chata	http://www.netstate.com/stat			
		red zia (a symbol of the sun)	participating in a game	of Memory with a	New Mexico State	es/symb/nm_symb.htm			
		on a yellow background. The	partner.		Symbol Memory Game	http://www.enchantedlearnin			
		four sets of 4 rays represent				g.com/usa/states/newmexico/			
		the cardinal directions, the four seasons, the times of				g.com/usa/states/newmexico/			
		day and seasons of life.							
		4. Nickname - "The Land of							
		Enchantment"							
		5. Bird –The <u>roadrunner</u> 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							
		turquoise in jewelry.							

ESSENTIAL QUESTIONS: What makes our country, the United States of America, special? Why do we have national holidays and symbols?

STRAND: I BENCHMARK: B

History 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 PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES					
STANDARD w	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend	INSTRUCTIONAL STRATEGIES (What and How)							
e k s	M=Master	The student will be able to:							
1. Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle).	Symbols 1. National Flag-has 13 red and white stripes that represent the 13 original colonies and 50 stars to represent the 50 states. (R) 2. Bald Eagle-represents freedom, appears on many national seals and much of our money. (R) 3. Statue of Liberty-located in New York City, a gift from France; it represents freedom and welcomes people from around the world. (R) 4. Pledge of Allegiance-an oath of loyalty to the flag and to the United States of America. (R) 5. Star Spangled Banner-written by Francis Scott Key during the War of 1812. (I)	TSW create a KWL chart as a class (teacher as scribe) of American symbols. TSW discuss American symbols presented in Read Aloud materials and orally explain why those symbols are important to our country. TSW identify American symbols by participating in a game of Memory with a partner.	Teacher Observation America Symbols Memory Game	American symbols Read Alouds by Scholastic News: What is the Statue of Liberty? – Janice Behrens, What is the Story of Our Flag? – Janice Behrens, What is Mount Rushmore? - Laine Falk, What is Air Force One? – Amanda Miller American symbols Read Alouds by Lloyd G. Douglas: The White House, The American Flag, The Statue of Liberty, The Pledge of Allegiance, The Liberty Bell Celebrate Freedom by Scott Foresman Publisher God Bless America by Irving Berlin and Lynn Munsinger Scott Foresman big books pp. 208-211 http://govdocs.evergreen.edu/symbols.html http://en.wikipedia.org/wiki/List of official United States national symbols http://www.bing.com/images/search?q=united+states+symbols&FORM=IGRE&qpvt=united+states+symbols&adlt=strict# http://www.En.wikipedia.org/wiki/The Star-Spangled Banner					

ESSENTIAL QUESTIONS: continued

STRAND: I BENCHMARK: B

History 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

	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	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
r d	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES				
		introduced skill unless							
9		noted							
w		I= Introduce							
e		R=Review and							
e		Extend	The student will be able to:						
k s		M=Master							
	1. continued from previous	Events	TSW recall and identify through a class discussion	Teacher Observation	National holiday booklet				
	page.	1. Labor Day- the 1 st Monday	United States holidays.		Template				
		of September and celebrates	TG14/ 1: A	T 1 01					
		people who work hard at their	TSW discuss American holidays presented in Read Aloud materials and orally explain why	Teacher Observation	http://www.usa.gov/citizens/ holidays.shtml				
		jobs in country. (I) 2. Veterans Day- on	those holidays are important to our country.		nondays.sittiii				
		November 11 th and honors	those hondays are important to our country.		http://en.wikipedia.org/wiki/A				
		American soldiers who served	TSW will create a book illustrating and	Student created	merican holidays				
		our country. (R)	explaining the reason for each National holiday	National holiday booklet					
		3. Martin Luther King, Jr. Day-	in the United States						
		the 3 rd Monday of January and			http://www.				
		honors Dr. King who fought			En.wikipedia.org/wiki/The Sta				
		for equality for all people in			<u>r-Spangled Banner</u>				
		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.							
		(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

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	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND
d	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES
		introduced skill unless			
9		noted			
w		I= Introduce			
e		R=Review and			
e		Extend	The student will be able to:		
k		M=Master			
5	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	TSW choose which of three groups they would like to research: our president, governor, or mayor.	List of students researching each leader	Printed research materials for current president, governor, and mayor
		Bill Richardson. (I) 3. The Mayor of our city is Sharon King. (I)	TSW create a list of six questions to research important information about our president, governor, and mayor.	List of questions to research	Classroom anticipatory posters
			TSW divide the questions amongst the team to each take 1 question home to research the	Research from home	Scheduled interview with mayor of Portales
			president and governor.		Template for interview with mayor
			TSW interview the mayor in the classroom with	Notes from interview of	Danor noncile
			each child asking 1 question.	city mayor	Paper, pencils
					Explanation of home research project

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

ideas, and dates?	DENCHMADIZ D. HM. 164 4 11 1 4 1		1 1 1 1	'C
STRAND: I History	BENCHMARK: B - United States: Understand connecting BENCHMARK: D - Understand time passage and chronous chronus chronous chronus chronous chronius chronous chronus chronous chronous chronous chronous chronus chronous chronous chron		le, and symbols si	ignificant to United States history and cultures
ilistoi y	DENCIFICARY. D - Onderstand time passage and enrolle	ology.		
	dents are able to identify important people and events in			ps, themes, ideas, beliefs, and turning point
n New Mexico, U PEFORMANCE	nited States, and world history in order to understand the CONCEPTS/SKILLS	e complexity of the human exper	ience. ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
STANDARD	Review/Extend previously introduced skill unless	INSTRUCTIONAL		
	noted	STRATEGIES (What and		
	I= Introduce	How)		
	R=Review and Extend	,		
7	M=Master			
T		The student will be able to:		
I. B. 2.	Political and Social Figures	TSW participate for three days	Teacher	Scott Foresman Guided Reading texts – <u>Abraham Linco</u>
Identify and	1. Martin Luther King, Jr. was a pastor who used non-	in a colored armband activity	Observation	Abraham Lincoln: Great Man, Great Words; Abraham Lincoln: Our 16 th President
recognize major	violence to gain equality for all people in our country. (R)	designed by the teacher to		
political and	2. Rosa Parks is remembered for her courage during the Civil Rights Movement. (I)	teach students about discrimination.		Easy Reader biographies – Rosa Parks: Bus Ride to Freedom, George Washington: America's First Preside
social figures	3. George Washington was the 1 st President of the	discrimination.	Teacher	Abraham Lincoln: A Great president, a Great America
in the United	United States. He was a General during the Revolution.	TSW discuss the lives of various	Observation	David Adler's A picture Book of George Washington;
States.	(R)	Americans presented in Read		Garnet Jackson's George Washington: Our First President
I. D. 1.	4. Abraham Lincoln was the 16 th President of the United	Aloud materials and orally		Doreen Rappaport's <u>Martin's Big Words;</u> Courtney Baker's <u>Rosa Parks</u> ; Ruby Bridges and Grace
Demonstrate	States and is remembered for ending slavery. (R)	explain how those figures were		Maccarone's Ruby Bridges Maccarone's Ruby Bridges
the use of	5. Christopher Columbus sailed the Atlantic in 1492 with	important to America.	Lifetime	
timelines in order to show	3 ships; the Nina, Pinta and Santa Maria and is remembered for westward travel from Europe to the	TSW create several timelines as	Timelines	Could you Be Like Dr. King Scholastic News
events in	"New World." (R)	a class to document the life of	Timelines	Teacher information for armband activity
relation to	Timelines can be used to keep track of the most	various Americans discussed in		Information on current President, Governor, Mayor
one another.	important events from history. (I)	class.		, , ,
	2. Timelines can be used to show events of a day, events	_	Basic	Teacher information and picture resources for timeling
	of a year, events of a person's life and events in history.	TSW create a timeline of	American	http://www.pocanticohills.org/taverna/98/1.htm
	(I)	American history as a class, adding a picture and the dates	history timeline	
	3. Timelines can used to show how things have changed between the past and present. (I)	of service for various	unienne	
	between the past and present. (i)	Americans discussed in class.		

F	ESSENTIAL QUESTIONS: Why do we have maps? How do maps help people?										
S	BENCHMARK: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information										
Geography about peo		about peo	ple, 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 PEFORMANCE CONCEPTS/SKILLS STUDENT ACTIVITIES AND INSTRUCTIONAL ASSESSMENTS STUDENT MATERIAL											
t			CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
h	STANDARD		Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
9			introduced skill unless								
9			noted								
V	7		I= Introduce R=Review and								
e			Extend	The student will be able to:							
e k			M=Master	The student will be able to.							
S			IVI-IVIdSCEI								
	1. Understand ma		Maps and Globes	TSW with a partner compare and contrast on a	Maps and Globes Venn	Chart paper, markers					
	globes as represer of places and phen		1. Maps are a flat picture of	Venn Diagram maps and globes. TSW then	Diagram	Mans and Clahas Vann					
	or praces and price	nomena.	the world around us. (I) 2. Maps can be used to show	report their ideas with the class and participate creating a class Venn Diagram (teacher as		Maps and Globes Venn					
			climate, weather, elevation,	scribe).		Diagram Template					
			and population. (I)			Helping Your Child With Maps					
			3. The globe is a model of	TSW discuss types of maps presented in Read		& Globes by Frazee, Bruce,					
			Earth. (I)	Aloud materials and identify the purpose of each type of map.	Teacher Observation	Gaurdia, and William					
						Maps and Globes by Jack					
						Knowlton					
						Looking at Maps and Globes					
						by Carmen Bredeson					

E	ESSENTIAL QUESTIONS: continued									
S	STRAND: II BENCHMARK: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information									
G	eography	about peop	ble, places, and environments.							
				ural, and cultural processes influence whe	re people live, the wa	ys in which people live,				
a	nd how societi	es interac	t with one another and the	ir environments.						
4	PEFORMANCE		CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
h	STANDARD		Review/Extend previously	STRATEGIES (What and How)		RESOURCES				
			introduced skill unless							
9			noted							
			I= Introduce							
W			R=Review and							
e			Extend	The student will be able to:						
k			M=Master							
S										
	3. Create, use, a	nd describe	Maps and Globes	TSW view various maps depicting large and small	Teacher Observation	Various maps depicting large				

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.

Various maps depicting large and small places (i.e. world, continent, country, state, city,

house plans Mapping Your Classroom

Template

Teacher Observation

Classroom Template

Mapping Places Around

Mapping Your

Us Template

Mapping Places Around Us **Template**

Me on the Map by Joan Sweeney

Where Do I Live? by Neil Chesanow

Follow That Map!: A First Book of Mapping Skills by Scot Ritchie

Mapping Penny's World by Loreen Leedy

E	ESSENTIAL QUESTIONS: continued										
S	TRAND: II BENCHMARK: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information										
G	eography	about people, places, and environments.									
S	STANDARD: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live,										
a	and how societies interact with one another and their environments.										
4	PEFORMANO	Œ	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
h	STANDARD		Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
			introduced skill unless								
9			noted								
			I= Introduce								
w e			R=Review and								
e			Extend	The student will be able to:							
k			M=Master								
S	2 7 1 10 1	1 6									
	2. Identify and		Cardinal Directions	TSW discuss the four main cardinal directions	Teacher Observation	Compass Rose Mapping					
	cardinal direct		1. The four cardinal directions	presented in Read Aloud materials and describe		Activity Template					
	community, sta		are north, south, east and	how they can be helpful to people.		As the Crow Flies: A First Book					
	tribal districts.	,	west. (I)	TSW participate in a class discussion and orally		of Maps by Gail Hartman					
			2. People use cardinal directions when they are	identify various places on a map using the four	Teacher Observation	oj iviaps by Gail Hartillali					
			reading a map and traveling.	cardinal directions through the interactive	reaction observation	Use a Compass Rose website:					
			(I)	website: Use a Compass Rose		http://www.eduplace.com/kid					
			3. A compass rose shows the	'		s/socsci/books/applications/i					
			four directions on a map. (I)	TSW demonstrate understanding of the four		maps/maps/g1 u3/index.html					
				cardinal directions by participating in a game of	Teacher Observation						
				"Directions Simon Says".		Songs for learning cardinal					
						directions:					
				TSW illustrate various objects on a map in		http://www.songsforteaching.					
				specific locations determined by the teacher	Compass Rose Mapping	com/geography/cardinaldirect					
				using the four cardinal directions and the	Activity	<u>ionsnortheastsouthwest.htm</u>					
				compass rose to place each object.							

	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 BENCHMARK: B									
				acteristics of places and use this knowledge to define	regions, their relationships v	with other regions, and natterns				
of change.			between natural and naman enarc	beenstes of places and use this knowledge to define	regions, then relationships v	with other regions, and patterns				
S	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	PEFORMANCE	E	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
h	STANDARD		Review/Extend previously	STRATEGIES (What and How)		RESOURCES				
-			introduced skill unless	,						
9			noted							
			I= Introduce							
w			R=Review and							
e e			Extend	The student will be able to:						
k			M=Master	The student will be usic to:						
S			IVI-IVIUSTEI							
	1. Identify and		Characteristics of a Place	TSW discuss human and natural characteristics	Teacher Observation	Chart paper, markers				
	characteristics of		1. Human Charactistics	presented in Read Aloud materials.						
	human or natura	al.	include the things people			Investigate Landforms by Jane				
			have made of changed in the	TSW create with the class a T-Chart identifying	Human/Natural T-Chart	Penrose				
			land around us; reservoirs,	places around Portales that are human or						
			roads, railroad tracks,	natural.		Dona Flor by Pat Mora				
			buildings, landfills, water	TCM		The Users David by Jeffers				
			storage. (M)	TSW create with the class a Venn Diagram	Vann Diagram	The Hoover Dam by Jeffrey Zuehlke				
			2. Natural Charactistics	comparing/contrasting the land around Portales with other places.	Venn Diagram	Zueriike				
			include climate, elevation,	with other places.		The Empire State Building by				
			land, plants, animals and							
			water. (M)			Lisa Bullard				

E	ESSENTIAL QUESTIONS: How can stories help us understand the world around us?								
		BENCHMA	BENCHMARK: B						
Geography		Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns							
		of change. lents understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact							
		ve, and how societies interact							
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4 t		=	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND			
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e			Extend	The student will be able to:					
k			M=Master						
S	2. Identify how	tua ditianal	Falldana	TCM/ discuss the previous fall-large represented as	Tanahar Ohaamiatian	Between Earth & Sky: Legends of			
	tribal and local		Folklore	TSW discuss the various folklore presented as Read Alouds in class.	Teacher Observation	Native American Sacred Places by			
	attempt to explain weather,		1. Folklore helps us describe	Read Alouds in class.		Joseph Bruchac			
	characteristics of places,		how the world, humans, animals, plants, the sun, stars	TSW illustrate and summarize the legends	Folklore booklet				
	and human origins and		and moon were created and	discussed to create a folklore compilation	TOIRIOTE BOOKIET	The Legend of the Bluebonnet by			
	relationships.		why things happen like they	booklet.		Tomie DePaola			
			do. (I)			The Legend of the Indian			
			2. Folklore can be songs,			Paintbrush by Tomie DePaola			
			poems, or stories called			Tamestasti sy forme ber dola			
			legends.(I)			The Girl Who loved Wild Horses			
			3. Folklore is told to children			by Paul Gobel			
			by the adults in a community						
			and are passed from			The Mud Pony by Caron Lee Cohen			
			generation to generation. (I)			Conen			
						How the Butterflies Came to Be,			
						Sky Bear, the Owl's Plummage,			
						How the Sun Got in the Sky Read			
						Alouds materials			
						Falldon handlet namella			
						Folklore booklet, pencils, crayons			

ES	ESSENTIAL QUESTIONS: How do humans use the land and water of a place? How are land and water important to humans?									
	STRAND: II BENCHMARK: F - Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.									
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 needle live the ways in which people live and how societies into										
	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	PEFORMAN		CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
t L	STANDARD	OL .	Review/Extend previously	STRATEGIES (What and How)	7.0020011121110	RESOURCES				
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e			Extend	The student will be able to:						
k			M=Master							
S	IIF 1 Descr	ibe the role of	Natural Resources	TSW discuss natural resources presented in Read	Teacher Observation	Scott Foresman big book pp.				
	resources in c		1. Natural Resources include:	Aloud materials and orally describe how each are	reaction observation	156-157				
		•	Plants-used for food, clothing	used in the daily lives of people.						
	W.G.4. T.1.		and medicines			Bread is for Eating Read Aloud				
	II.C.1. Identif		Animals-used for food,	TSW create with the class (teacher as scribe) a						
	resources in t		clothing, work and	concept map on the various ways trees may be	Trees Concept Map	Trees Concept Map Template				
		nity, state, and	companionship	used as a natural resource.		Natural Resources Concept				
	nation.		Land-used for farming, ranching, roads and buildings	TSW with a partner will choose a natural		Map Template				
			Water-used for drinking,	resource of their choice and create their own	Natural Resources	ap rep.ace				
			cleaning, energy and growing	concept map depicting the various uses in which	Concept Map					
			plants	it may be used.						
			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)							

	ESSENTIAL QUESTIONS: continued									
STRAND: II		BENCHMARK: F								
Geography		Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.								
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	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.									
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	h STANDARD		introduced skill unless	STRATEGIES (Wildt allu How)		RESOURCES				
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	e		Extend	The student will be able to:						
	e k		M=Master	The student will be able to.						
	s		IVI–IVIdStel							
	2. Describe wa		Natural Resources	TSW discuss natural resources presented in Read	Teacher Observation	Earth Day by Mir Tamim Ansary				
	humans depend		1. People depend on natural	Aloud materials and orally describe how people		Construction names evaluans				
	adapt to, and at physical enviro		resources for shelter, food,	depend upon them for shelter, food, water,		Construction paper, crayons, markers				
	physical chivito	minent.	water, electricity and	electricity and transportation.		ae.s				
			transportation. (I) 2. Natural resources are	TSW discuss with a partner why natural		Taking Care of our Natural				
			limited and must be used	resources it important to use natural resources	Teacher Observation	Resources Poster Template				
			carefully. (I)	wisely and what could be the consequences of	reaction observation	Natural Resources and How				
			3. Different natural resources	using too much of a natural resources. TSW		People Live Template				
			are located in different areas.	report to the class their ideas and orally explain						
			(1)	why taking care of natural resources in		Read Alouds:				
			4. The areas we live in effects	important.		-The Berenstain Bears Don't Pollute (Anymore) by Stan and Jan				
			what we eat, what we wear,			Berenstain				
			transportation, shelter and	TSW with a partner will create a poster	Taking Care of our	-It's Earth Day! By Mercer Mayer				
			jobs. (I)	illustrating and explaining how they can help take care of a natural resource.	Natural Resources Poster	-We Are Extremely Good				
				take care of a flatural resource.	rusidi	Recylcers by Lauren Child				
				TSW will be assigned with a partner a region in		-Curious George Plants a Tree by H.A. Rey				
				the United States and will research one natural	Natural Resources and	-Clifford's Spring Clean-Up by				
				resources found in that region and the types of	How People Live	Norman Bridwell				
				food, clothing, transportation, shelter and jobs	Template					
				found in that area. TSW with their partner will		http://www.brainpopjr.com/science/conservation/naturalresources/grownu				
				orally present their information to the class.		ps.weml				

E	ESSENTIAL QUESTIONS: continued									
S	STRAND: II BENCHMARK: C									
Geography Be		Be familiar	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									
W	ith one another a					I				
4 t	PEFORMANCE	=	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND				
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w e			R=Review and							
e			Extend	The student will be able to:						
k			M=Master							
S	2 D	1		T0144 II						
	2. Describe the characteristics of		Human Characteristics	TSW discuss various types of housing from	Class chart	Chart paper, markers				
	such as housing		Housing types-houses,	around the world presented in various Read		World map, post its				
	professions.	, types and	apartments, trailers,	Aloud materials and compare on a class		World map, post its				
			houseboats, cliff dwellings,	chart to types of houses in Portales.		Explanation of research				
			tents (I) Professions-service		Student research from	project				
			(education, military, medical,	TSW choose a country and research 1) the	home	project				
			legal, food), agriculture,	type of home a family might live in and 2)	nome.	Student template for				
			production, technology (I)	the work family members might do to earn a		homes/occupations research				
			production, teamology (i)	living.						