

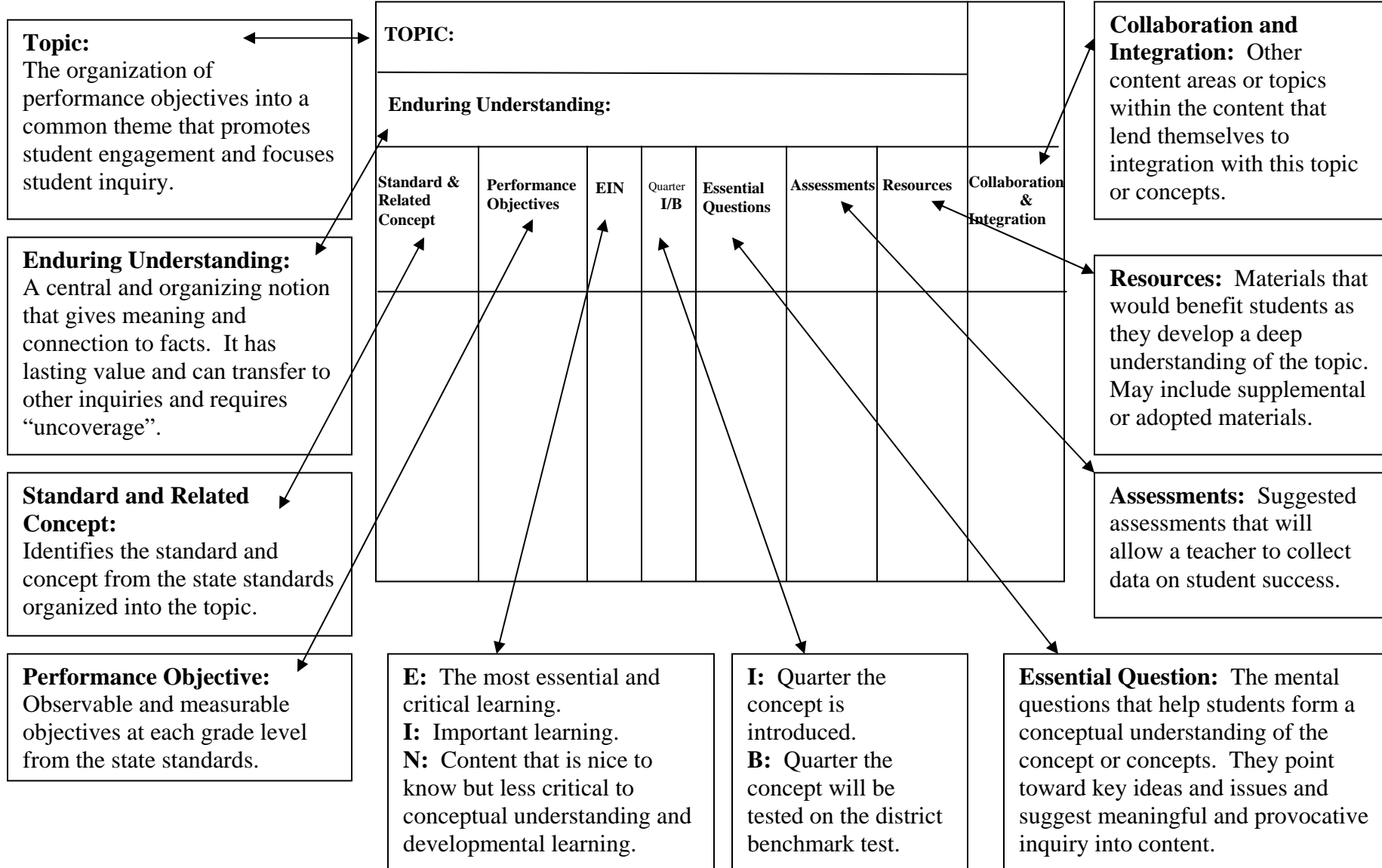
# Deer Valley Unified School District

## Social Studies Curriculum

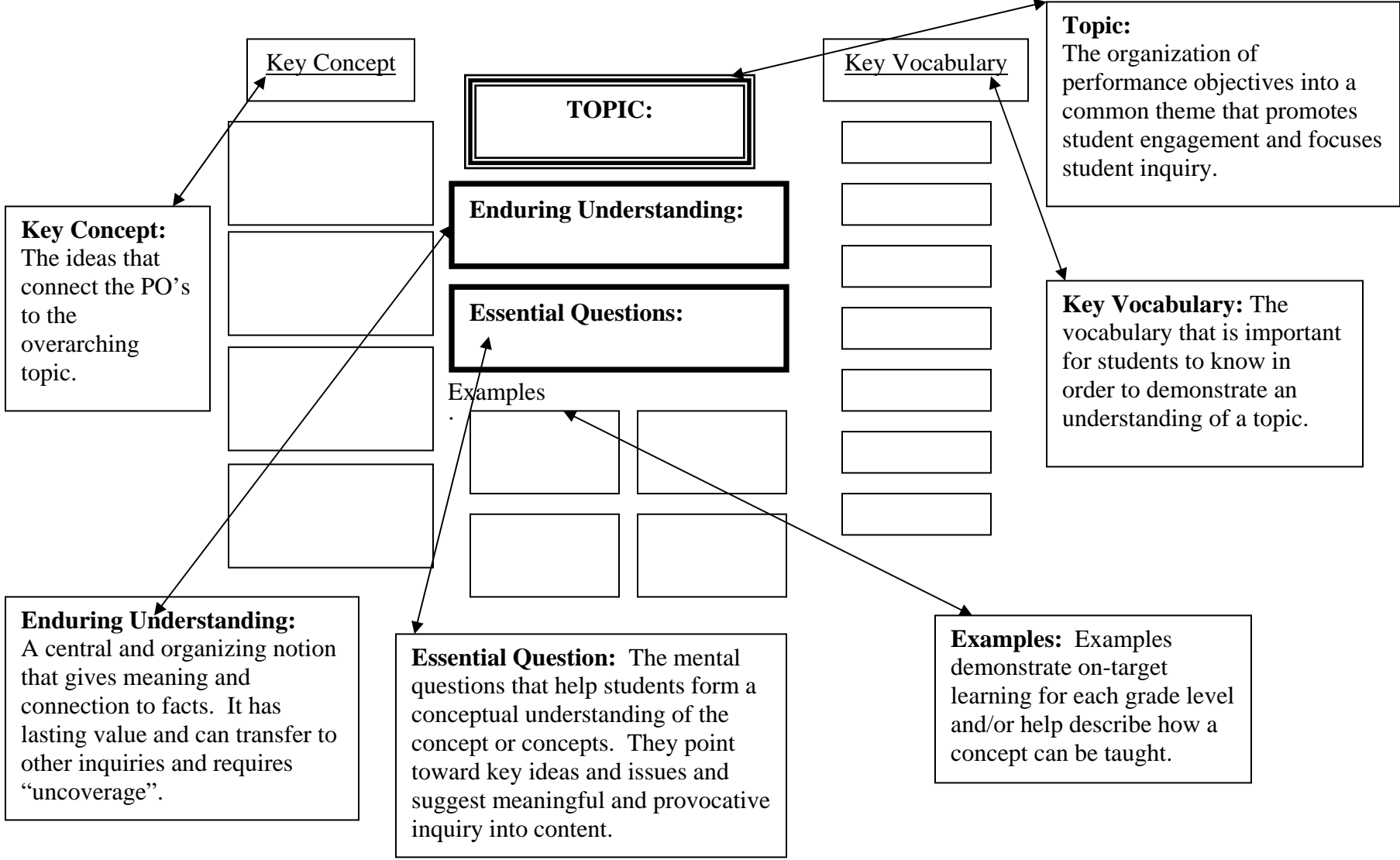


## Kindergarten Grade

## Curriculum Definition Page



# Concept Map Definition Page



TOPIC: American History						Quarter this will be taught: _____
Enduring Understanding: Exploration was a means of discovery and a way of changing and exchanging ideas, goods and culture.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1 Concept 1: Research Skills for History</b>	<b>PO 1.</b> Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	<b>E</b>	How did Native Americans live before explorers found the new land?			
	<b>PO 2.</b> Listen to recounts of historical events and people and discuss how they relate to present day.	<b>I</b>				
	<b>PO 3.</b> Sequence recounts of historical events and people using the concepts of before and after.	<b>I</b>				
	<b>PO 4.</b> Use primary source materials (e.g., photos, artifacts) to study people and events from the past	<b>I</b>				
<b>Strand 1 Concept 2: Early Civilizations</b>	<b>PO 1.</b> Recognize that Native Americans are the original inhabitants of North American.	<b>I</b>				
<b>Strand 1 Concept 3: Exploration and Colonization</b>	<b>PO 1.</b> Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.	<b>I</b>	Why did explorers travel to new lands?			
	<b>PO 2.</b> Recognize that exploration resulted in the exchange of new ideas, culture and goods (e.g., foods, animals, plants, artifacts).	<b>E</b>				
<b>Strand 1 Concept 4: Revolution and the New Nation</b>	<b>PO 1.</b> Recognize that George Washington was our first President.	<b>I</b>	Why do we celebrate July fourth?			
	<b>PO 2.</b> Recognize that the Fourth of July is our nation’s birthday.	<b>I</b>				
<b>Strand 1 Concept 6: Civil War and Reconstruction</b>	<b>PO 1.</b> Identify Abraham Lincoln as president of the United States who contributed to the rights and freedoms of others (Connect with Strand 3 Concept 1)	<b>I</b>	How did Abraham Lincoln contribute to freedom?			

<b>Strand 1 Concept 9: Postwar United States</b>	<b>PO 1.</b> Recognize that astronauts (e.g., John Glenn, Neil Armstrong and the moon landing, Sally Ride) are explorers of space.	<b>N</b>				
<b>Strand 1 Concept 10: Contemporary United States</b>	<b>PO 1.</b> Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps). Focus on U.S.	<b>I</b>				
	<b>PO 2.</b> Recognize that students in classroom/school have diverse backgrounds and customs.	<b>E</b>				

TOPIC:  
**American History**

**Key Concepts:**

Recognize that Native Americans were the first to inhabit North America.

Discuss how exploration impacted change.

Recognize how our nation was created and the rituals that celebrate this event.

Recognize diversity in the classroom and community.

**Enduring Understanding:**

Exploration was a means of discovery and a way of changing and exchanging ideas, goods and culture.

**Essential Question(s):**

How did Native Americans live before explorers found the new land?  
Why do we celebrate July fourth?  
How did Abraham Lincoln contribute to freedom?  
Why did explorers travel to new lands?

**Examples:**

Provide pictures of Native American villages before settled. Compare pictures to their community.

Have a birthday party for America, celebrating our nation's creation.

Read *Crayons in the Crayon Box* or *The Sneetches*. Act out stories.

Exploration of campus "Become Explorers"  
Discuss feelings of going to a new place, i.e. starting school.

**Vocabulary:**

Native Americans

North America

Exploration

President

Freedom

Independence

Rights

Cultures

Goods

Customs

Diversity

TOPIC: <b>World History</b>						Quarter this will be taught: _____
Enduring Understanding: World exploration resulted in the exchange of new ideas, cultures and goods; and the acquisition of new territories.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 2 Concept 2: Early Civilizations</b>	<b>PO 1.</b> Recognize that groups of people in early civilizations moved from place to place (e.g., Asians, people of the Americas, Africans, Europeans)	<b>I</b>	How did people improve their lives through advancements?			
	<b>PO 2.</b> Recognize that early civilizations improved their lives through advancements (i.e. domestications of animals, tools, farming methods, calendars)	<b>I</b>	How did things change when explorers came to new places?			
<b>Strand 2 Concept 5: Encounters and Exchange</b>	<b>PO 1.</b> Recognize that explorers (e.g. Marco Polo, Magellan) traveled to places in the world that were new to them. (Connect Strand 1 Concept 3)	<b>N</b>	How did explorers improve their lives when they traveled to new places?			
	<b>PO 2.</b> Recognize that exploration resulted in the exchange of new ideas, culture and goods (e.g. foods, animals, plants, artifacts). (Connect with Strand 1 Concept 3)	<b>N</b>				
<b>Strand 2 Concept 9: Contemporary World</b>	<b>PO 1.</b> Discuss current events from various resources (e.g. newspapers, magazines, television, Internet, books, and maps)	<b>I</b>				

**Key Concepts:**

Recognize that exploration had an impact on our culture (e.g. foods, animals, plant, artifacts).

Recognize that exploration resulted in the exchange of goods and services.

Recognize that exploration added new land to countries around the world.

**TOPIC:**  
**World History**

**Enduring Understanding:**  
World exploration resulted in the exchange of new ideas, cultures and goods; and the acquisition of new territories.

**Essential Question(s):**  
How did people improve their lives through advancements?  
How did things change when explorers came to new places?  
How did explorers improve their lives when they traveled to new places?

**Examples:**

Daily calendar activities-Including history of calendars.

Examine artifacts (pictures etc.)and cultures around the world

Become explorers using maps and globes identifying cultures along the way!

**Vocabulary:**

Exploration

Culture

Goods

Artifacts

Exchange



TOPIC: <b>Citizenship/ Government</b>						Quarter this will be taught:
Enduring Understanding: Being responsible citizens is important in our daily lives.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 4 Concept 1: Foundations of Government</b>	<b>PO 1.</b> Recognize that national symbols and monuments represent American Democracy and values: American Flag, Bald Eagle, Statue of Liberty, White House	<b>I</b>	What symbols represent American democracy?			
	<b>PO 2.</b> Recognize the Pledge of Allegiance and the National Anthem	<b>I</b>				
<b>Strand 4 Concept 2: Structure of Government</b>	<b>PO 3.</b> Identify American Presidents.	<b>I</b>	What are characteristics of a good citizen?			
	<b>PO 4.</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	<b>E</b>				
<b>Strand 4 Concept 4: Rights, Responsibilities and Roles of Citizenship</b>	<b>PO 1.</b> Identify current political leaders of the state and nation: President of the United States, Governor of Arizona (Connect with Strand 1 Concept 10)	<b>I</b>	How does citizenship relate to school behavior at school?			
	<b>PO 1.</b> Identify examples of responsible citizenship in the school setting and in stories about the past and present.	<b>E</b>				
	<b>PO 2.</b> Recognize the rights and responsibilities of citizenship	<b>E</b>				
	<b>PO 3.</b> Discuss the importance of students contributing to a community	<b>E</b>				
	<b>PO 4.</b> Identify people who help keep communities and citizens safe	<b>I</b>	How can you or others contribute to the community?			

**Key Concepts:**

Recognize national symbols.

Recognize various cultures and backgrounds represented in the United States.

Identify current political leaders (president/governor).

Discuss the responsibilities as a citizen in the United States.

Explain your rights as a citizen in the United States.

**TOPIC:  
Citizenship/Government**

**Enduring Understanding:**  
Being responsible citizens is important in our daily lives.

**Essential Question(s):**  
What are characteristics of a good citizen?  
How can you and others contribute to your community?  
What symbols and monuments represent American democracy?  
How does citizenship relate to behavior at school?

**Examples:**

Character Counts  
Program-Recognize  
people who serve their  
community

Compare rules to  
individual rights.

Diversity- compare and  
contrast cultures within our  
communities.  
Celebrate student  
diversities.

Discuss and explain  
national symbols- Have  
students create a symbol  
that represents them.

**Vocabulary**

Monument/Symbols

Pledge of Allegiance

National Anthem

Traditions/customs

President/Governor

Citizenship

Sportsmanship

Community

Responsibility

Rights

TOPIC: <b>Economics</b>						Quarter this will be taught: _____
Enduring Understanding: People work to earn money.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 5 Concept 1: Foundations of Economics</b>	<b>PO 1.</b> Discuss different types of jobs that people do.	<b>I</b>	What are some jobs people do to earn money?			
	<b>PO 2.</b> Match simple descriptions of work with the names of those jobs.	<b>E</b>				
	<b>PO 3.</b> Give examples of work activities that people do at home.	<b>I</b>	What is the difference between needing something and wanting something?			
	<b>PO 4.</b> Discuss differences between needs and wants.	<b>E</b>				
	<b>PO 5.</b> Recognize different forms of U.S. currency (Connect with Math Strand 1 concept 1)	<b>I</b>	What are things you need that your parents buy for you?			
	<b>PO 6.</b> Recognize people use money to purchase goods and services.	<b>I</b>				

**Key Concepts:**

Identify ways people work to earn money.

Discuss the difference between wants and needs.

Identify and explain what money is used for.

**TOPIC:  
Economics**

**Enduring Understanding:**  
People work to earn money

**Essential Question(s):**  
What are some jobs people do to earn money?  
What is the difference between needing something and wanting something?  
What are things you need that your parents buy for you?

**Examples:**

Invite community workers to visit class.

Draw a picture of a want and need and explain the difference between them.

Create a "T" chart of wants and needs.

Use play money in a class store.

**Vocabulary:**

Money

Earn

Work

Jobs

Want

Need

Goods

Services

TOPIC: <b>Geography</b>						Quarter this will be taught: _____
Enduring Understanding: Maps have many characteristics that help us understand the world around us.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 4: Geography Concept 1: The World in Spatial Terms</b>	<b>PO 1.</b> Recognize the difference between maps and globes.	<b>I</b>	Why are maps useful?  What characteristics are found on a map?			
	<b>PO 2.</b> Construct maps of a familiar place (e.g., classroom , bedroom, playground, neighborhood).	<b>I</b>				
	<b>PO 3.</b> Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right, up/down (connect with science strand 5 concept 2, Math Strand 4 Concepts 1	<b>E</b>				
	<b>PO 4.</b> Identify land and water on maps, illustrations, images and globes.	<b>E</b>				
<b>Strand 4 Concept 2: Places and Regions</b>	<b>PO 1.</b> Recognize through images how people live differently in other places and times	<b>E</b>	What do maps represent?			
	See Science Strand 4 Concept 3, Strand 6 Concept 1, Strand 6 Concept 3	<b>I</b>				
<b>Strand 4 Concept 3: Physical Systems</b>			How are homes and people different?			
<b>Strand 4 Concept 4: Human Systems</b>	<b>PO 1.</b> Discuss the elements (e.g., food clothing, housing , sports, holidays) of diverse cultures , including those in your own community.	<b>I</b>	How can you earn money?			
	<b>PO 2.</b> Discuss the land-use of a community (e.g., industrial, residential, commercial, agriculture)	<b>N</b>				
	<b>PO 3.</b> Describe how people earn a living in the community and the places they work. Connect with: Strand 5 Concept 1	<b>E</b>	How and why do we practice natural resource conservation?			

<b>Strand 4 Concept 5: Environment and Society</b>	<b>PO 1.</b> Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms). <b>PO 2.</b> Identify ways of protecting natural resources (reuse, recycle, reduce).	<b>I</b>  <b>E</b>				
<b>Concept 6: Geographic Applications</b>	<b>PO 1.</b> Discuss geographic concepts related to current events.	<b>I</b>				

**Key Concepts:**

Understand the purpose of a map.

Recognize what characteristics can be found on a map.

Recognize how people and customs are different.

Discuss the elements that make up a community (e.g. culture, land use, work).

Identify some of the earth's natural resources and ways to protect them.

**TOPIC:  
Geography**

**Enduring Understanding:**  
Maps have many characteristics that help us understand the world around us.

**Essential Question(s):**  
Why are maps useful?  
What characteristics are found on a map?  
What do maps represent?  
How are people different?  
How can you earn money?

**Examples:**

Color a basic map distinguishing land and water.

Compare other places in the world to familiar environments using pictures.

Have a "Clean Up Day"-Earth Day .

Use songs and poems to teach about the earth.

**Vocabulary:**

Globe

Map

Neighborhood

Community

Continent

Ocean

Recycle

Reduce

Reuse

Land

Natural Resource