

Social Studies Curriculum

Pre-Kindergarten/Kindergarten “Learning and Working Now and Then”

Students in pre-kindergarten and kindergarten are introduced to basic spatial, temporal and casual relationships and begin to understand that school is a place for learning and working. They learn to share, to take turns, and to respect; skills that are necessary for good civic behavior in the classroom and in the larger society. Students also discover how other people have learned and worked together by hearing stories of times past. They learn that they make choices and that their choices have consequences for themselves and others.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Identify the customs, celebrations and holidays of the United States.	<ul style="list-style-type: none"> Name American holidays and discuss why they are celebrated. 	
2. Recognize and appreciate the different cultures in New Mexico (Hispanic, Native American, Caucasian) through the study of holidays, customs, traditions utilizing language, stories, music and art.	<ul style="list-style-type: none"> On various holidays incorporate food, dress, music, etc. 	
3. Discuss family customs and traditions and recognize their importance.	<ul style="list-style-type: none"> Draw picture of family tradition and discuss importance. 	
4. Understand concepts of past, present and	<ul style="list-style-type: none"> Make a three column chart with these 	

future.	headings and draw activities in each.	
5. Demonstrate an awareness of community leaders and discuss the importance of their roles.	<ul style="list-style-type: none"> Have students finish this statement: the <u>principal</u> is in charge of the <u>school</u>. Supply a list of leaders and allow students to finish statement. 	
6. Name days of the week and use terms yesterday, today, and tomorrow.	<ul style="list-style-type: none"> Have place cards on calendar for students to change that say yesterday, today, tomorrow. Write names of the days of the week on sentence strips, mix them up and put in order. 	
7. Identify months of the year.	<ul style="list-style-type: none"> Birthday calendar Sing months of the year to the tune of “The Macarena.” Have several stacks of cards with months of the year. Break students into pairs and put months in order. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Recognize and appreciate how individuals, families and cultures are similar and different.	<ul style="list-style-type: none"> Make poster boards that celebrate uniqueness of self, family and culture and have students share. 	
2. Compare and contrast traditions in other	<ul style="list-style-type: none"> Define tradition. 	

cultures through the study of holidays, customs and traditions as reflected through literature, values, and beliefs.		
3. Identify the customs, celebrations and holidays of the Catholic Church.	<ul style="list-style-type: none"> • Name and discuss the holidays of the Catholic Church and their importance. 	
4. Identify and practice citizenship and Catholic values through respect of rules, choices and their consequences: <ul style="list-style-type: none"> • Taking turns and sharing. • Taking responsibility for one’s actions. • Respecting others and their property. • Demonstrating a willingness to share. • Demonstrating cooperation in groups. • Participating in service projects. • Showing caring and helpful attitudes toward classmates and teacher. • Practicing truthful speech. • Demonstrating politeness (e.g., please, thank you, excuse me, hello, good bye). • Resolving conflicts in nonviolent ways. 	<ul style="list-style-type: none"> • Make poster illustrating good citizenship. • Make a “Helping Hand Chain” when teacher see students practicing good citizenship have student trace their hand and connect hands to make border around door. 	

Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will 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.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Determine the relative locations of objects using the terms: over, under, near, far, up, down, next to, on top, etc.	<ul style="list-style-type: none"> • Use a block, crayon, toy car. Give verbal directions and students follow the directions. • Draw pictures using vocabulary. 	
2. Use and apply personal direction: front, back, left, right.	<ul style="list-style-type: none"> • Use a block, crayon, toy car. Give verbal directions and students follow the directions. • Draw pictures using vocabulary. 	
3. Identify natural characteristics of a place (e.g., weather, temperature, and precipitation).	<ul style="list-style-type: none"> • During daily Calendar discuss weather and temperature of the day. Compare it to weather of another place. Make it an extreme place (i.e., Anchorage, Alaska). 	
4. Recite one's name address, phone number and birthday.	<ul style="list-style-type: none"> • Student is able to recite for teacher. 	
5. Be aware of classroom and school perimeters and identify school personnel.	<ul style="list-style-type: none"> • Walk around school showing various places and meeting school staff members. 	
6. Distinguish between land and water on maps and a globe.	<ul style="list-style-type: none"> • Draw a map of an imaginary country. Include a map key that uses colors and symbols to represent land and water. 	
7. Identify Earth's physical characteristics (e.g., land, oceans, mountains).	<ul style="list-style-type: none"> • Make riddle book "Where Am I?" and draw your location on a landform or body of water. Trade books and guess at each other's. 	
8. Identify basic map symbols (e.g., land, water, roads, buildings).	<ul style="list-style-type: none"> • Make simple map of classroom and school. Draw in a map key. 	
9. Know basic natural resources (e.g., air, water, and soil) and their uses.	<ul style="list-style-type: none"> • Make a collage of natural resources and label their uses. 	
10. Identify and describe the four seasons.	<ul style="list-style-type: none"> • Name the seasons and tell one thing you do during that time. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Understand how basic human needs are met in many ways.	<ul style="list-style-type: none"> • Verbally state: food, love, shelter, water, cleanliness, etc. 	
2. Understand the importance of jobs at home, school and in the community.	<ul style="list-style-type: none"> • Student participates in daily job at school (line leader, door holder, etc.). 	
3. Recognize the difference between man-made products vs. resources given by God. (God’s Gifts)	<ul style="list-style-type: none"> • Students take a nature walk and collect samples of God’s gifts. • Students collect man made products and compare. 	
4. Understand trade (e.g., buying, selling, simple exchange) and explain the role of money in everyday life.	<ul style="list-style-type: none"> • Lunch count/classroom store. • Cut out pictures and make trades with each other to get the products you want/need. 	
5. Demonstrate responsibility for those who are less fortunate.	<ul style="list-style-type: none"> • Participation in service projects. 	
6. Demonstrate an appreciation of the roles of workers, and how they share their God given talents to support the local economy.	<ul style="list-style-type: none"> • Role play. 	

Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Identify authority figures and the importance of their roles at: <ul style="list-style-type: none"> • Home, school, church and community (e.g., parents, teachers, priest, principal, police). 	<ul style="list-style-type: none"> • Have students write/draw/discuss authority figures and their roles. • Give verbal description of a leader and allow students to guess who is being described. 	
2. Recognize national, state and local icons and symbols: <ul style="list-style-type: none"> • United States symbols: Flag, bald eagle, monuments, Statue of Liberty. • New Mexico Symbols: Flag, Smokey Bear, state bird, and chili. 	<ul style="list-style-type: none"> • Have students illustrate and color various symbols. 	
3. Explore, describe, compare and contrast examples of honesty, courage, responsibility and patriotism as reflected through literature.	<ul style="list-style-type: none"> • Recite lesson learned after Read Aloud. What did the author want you to learn? 	
4. Identify and practice qualities of a good citizen and Catholic. (Refer to Standard 2.)		
5. Know rules and their importance and	<ul style="list-style-type: none"> • Make a classroom rules and consequences 	

explain the consequences of breaking rules.	chart. • Role play.	
6. Identify aspects of personal safety and helpers in the community.	• Archdiocese Safety Program.	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade K

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Sort objects and pictures-categorizing by color, shape, size, etc.	• Refer to Assessments/Strategies for Standard 1 #6.	
2. Put events in temporal order using a calendar (days of the week, months, seasons).	• Refer to Assessments/Strategies for Standard 1 #7.	
3. Listen to information.	• Students listen to daily calendar and are able to repeat information for classmates and/or teacher.	
4. Distinguish between same and different.	• In pairs, students play Concentration using themes relating to Social Studies.	
5. Share information taught.	• Think, pair, share	
6. Match work that people do to their job	• Students point to a picture and name and	

names.	describe the job.	
7. Use primary source materials (e.g., photos, artifacts, maps) to study vocabulary.	<ul style="list-style-type: none"> • Use a map to follow directions (e.g., start at school, go to store, go to church, go home). 	
8. Know and use vocabulary.	<ul style="list-style-type: none"> • Make a Social Studies vocabulary chart. Add new words throughout the year. 	
9. Use information from oral, visual, print and electronic sources.	<ul style="list-style-type: none"> • Refer to Assessments/Strategies for Standard 5 #2. 	