

Pojoaque Valley Schools

Social Studies CCSS Pacing Guide

Kindergarten

**Skills adapted from
Kentucky Department of Education
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 1

Pojoaque Valley Schools Social Studies Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **reoccur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The **Social Studies** CCSS pacing guides contain the following elements:

- **Strand:** Identify the type of standard
- **Content Standard:** Identify the sub-category of a set of standards.
- **New Mexico Benchmark:** Identify the grade level of the intended standards
- **Grade Specific Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Skills and Knowledge by Quarter:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Version 3 of the Pojoaque Valley School District Pacing guides for Reading Language Arts, Mathematics, and Version 1 of Social Studies are based on the work done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 3 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Kindergarten (Social Studies with ELA CCSS and NGSS) Version 1

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge, Skills and Understanding: The knowledge, skill and understanding field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). This field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Standards Codes for all Standards Connected to this Area: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. This includes all Reading Language Arts, Next Gen Science and etc.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student’s in moving from one level to another. In the case of this set of materials, level IV incorporates the NMPED Advanced Curriculum goals, objectives and expected outcomes. This field can be used to provide specific teaching approaches to the standard in question.

Resources: During the development of the Version 1 Social Studies Pacing Guides, the head librarian and her staff worked to provide a comprehensive list of materials that were connected to each standard and its concomitant parts. In this section, teachers will find online resources, printed media available in our libraries, and other resources available through various methods.

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: History

<p>Content Standard I: Students are able to identify important people and events in order to analyze <i>significant patterns, relationships, themes, ideas, beliefs and turning points</i> in New Mexico, United States and world history in order to understand the complexity of human experience.</p>		<p>Benchmark I-A: New Mexico:</p> <p>Describe how contemporary and historic people and events have influenced NM communities and regions.</p>		<p>Standard I-A Kindergarten</p>
<p>Kindergarten: Identify the customs, celebrations, and holidays of various cultures in New Mexico</p>	<p>Quarter 1:</p> <p>Describe aspects of families.</p> <p>Identify ways in which people are alike and different.</p> <p>Describe simple differences and similarities between the way people live in the city and country.</p> <p>Distinguish likenesses and differences among individuals and families.</p>	<p>Quarter 2:</p> <p>Describe simple differences and similarities between ways live in cities and on farms.</p> <p>Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.</p> <p>Identify types of food, clothing and shelter used by people in a community.</p> <p>Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories and historical accounts.</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>Listens to, view, and discusses stories, poems and other media about people and events prior to 1880 honored in commemorative holidays.</p> <p>Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.</p> <p>Through historical stories, compare people, objects and events of today and long ago.</p> <p>Identify ways in which people are alike and different.</p> <p>Through historical stories, compare people, objects and events of long ago and today.</p> <p>Identify and compare similarities and differences in families in other places and cultures.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of various holidays among the different cultures of New Mexico.</p> <p>Demonstrate understanding of the customs and traditions practiced during holidays.</p>	<p>Hispanic</p> <p>Anglo</p> <p>Native American</p> <p>Feast Days</p> <p>Birthday</p> <p>Christmas</p> <p>Navidad</p> <p>Quinceñera</p> <p>Cinco de Mayo</p> <p>Diez y seis de Septiembre</p> <p>Fourth of July</p>	<p>New Mexico is made up of various cultures.</p> <p>These cultures have distinct and shared traditions, customs, celebrations and holidays.</p>	<p>CCSS: L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support,</p>	<p>Level I: Able to name, from own experience, 1-2 celebrations or holidays celebrated in the family, school or community.</p> <p>Level II: Able to compare and contrast the differences and similarities between a custom or celebration in a story and one in student’s own experience.</p> <p>Level III: Able to name 1-2 celebrations in the larger community (state) and provide examples of customs practiced at each.</p> <p>ADVANCED CURRICULUM Level IV: Able to identify characteristics of a cultural group in New Mexico (language, food) and give an example of one custom or celebration from that particular culture.</p>

			<p>provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p> <p>Celebrate Hispanic Heritage! http://teacher.scholastic.com/activities/hispanic/index.htm</p> <p>Indian Pueblo Cultural Center http://www.indianpueblo.org/ Information on each of New Mexico’s 19 Pueblos including a list of feast days, saints, languages spoken (with audio samples), and a map.</p>
<p>Printed Media: Non Fiction</p> <p>Which is Different? Jefferies, Joyce. Published 2013. BL: 0.7 PRES Library: 152.1 JEF</p> <p>My Family, Your Family. Bullard, Lisa. Millbrook Press. Published 2015. BL: 2.9 PRES Library: 306.8 BUL</p> <p>Families. Easterling, Lisa. Published 2007. PRES Library: E 306.85</p> <p>Families in Many Cultures. Adamson, Heather. Published 2008. BL: 1.6 PRES Library: 306.85 A</p> <p>In My Family/En Mi Familia. Lomas Garza, Carmen. Published 1996. BL: 4.7 PRES Library: 306.85 LOM</p> <p>I Live in a Town/Vivo en un Pueblo. Holland, Gini. Published 2004. BL: 0.7 PRES Library: Spanish Col. 307.76 H</p>

My Clothes, Your Clothes. Bullard, Lisa. Published 2015. BL: 3.1
PRES Library: 391 BUL

My Home, Your Home. Bullard, Lisa. Published 2015. BL: 2.9
PRES Library: 392.3 BUL

Fiesta U.S.A. Acona, George. Published 1995. BL: 7.3
PRES Library: 394.2 ANC
PRES Library: 900 A
PVMS Library: 394.261/Anc

Daniela's Day of the Dead. Bullard, Lisa. Published 2013. BL: 2.8
PRES Library: 394.2 BUL

Happy Halloween! Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 394.2 APP

Cinco de Mayo. Hall, Margaret. Published 2011. BL: 2.5
PRES Library: 394.2 HAL

Harvest Festivals Around the World. Head, Honor. Published 2009. BL: 4.7
PRES Library: 394.2 HEA

Las Posadas: An Hispanic Christmas Celebration. Hoyt-Goldsmith, Diane. Published 1999. BL: 5.5
PRES Library: 394.2 HOY

Hanukkah. Keogh, Josie. Published 2013. BL: 0.9
PRES Library: 394.2 KEO

Cinco de Mayo. Rissman, Rebecca. Published 2011. BL: 2.0
PRES Library: 394.2 RIS

Three Little Firefighters. Murphy, Stuart J. Published 2003. BL: 1.7
PRES Library: 511.3 M

City by Numbers. Johnson, Stephen. Published 2003.
PRES Library: 513.2 JOH

My Day at the Farm. Randall, Jory. Published 2010.
PRES Library: 630 RAN

Our Farm: Four Seasons with Five Kids on One Family's Farm. Rosen, Michael. Published 2008. BL: 6.0
PRES Library: 630 ROS

My Food, Your Food. Bullard, Lisa. Published 2015. BL: 3.0
PRES Library: 641.3 BUL

It's Thanksgiving. Prelutsky, Jack. Published 1996. BL: 4.7
PRES Library: 811 PRE

New Friends in a New Land: a Thanksgiving Story. Stamper, Judith Bauer. Published 1993. BL: 3.3
PRES Library: 974.4 STA

Dance of the Eggshells/ Baile de Cascarones. Aragon, Carla. Published 2010.
PRES Library: Bi E ARA

New Mexico 24/7: 24 Hours, 7 Days: Extraordinary Images of One Week in New Mexico. Smolan, Rick. Published 2004.
PRES Library: REF

Printed Media: Fiction

Night in the Country. Rylant, Cynthia. Published 1991. BL: 2.8
PRES Library: E RYL

Celebrate a Powwow with Sandy Starbright. Ada, Alma Flor. Published 2007. BL: 2.8
PRES Library: E ADA

Celebrate Martin Luther King Day with Mrs. Park's Class. Ada, Alma Flor. Published 2006. BL: 3.4
PRES Library: E ADA

Benito's Bizcochitos. Baca, Ana. Published 1999. BL: 3.5
PRES Library: E BAC

The Little House. Burton, Virginia Lee. Published 1942. BL: 4.2
PRES Library: E BUR

My Family: Love and Care, Give and Share. Bullard, Lisa. Published 2003. BL: 2.6
PRES Library: E BUL

Biscuit Visits the Big City. Capucilli, Alyssa. Published 2006. BL: 1.0
PRES Library: PB

Mice Squeak, We Speak: A Poem. Shapiro, Arnold. Published 1997.
PRES Library: E DEP

Iris and Walter. Guest, Elissa Haden. Published 2000. BL: 2.5
PRES Library: E HAD

Charles of the Wild. Hassett, John. Published 1997. BL: 3.4
PRES Library: E HAS

Groundhog Weather School. Holub, Joan. Published 2009. BL: 3.7
PRES Library: E HOL

Round Trip. Jonas, Ann. Published 1983. BL: 1.9
PRES Library: E JON

Town Mouse and Country Mouse. Kincaid, Lucy. Published 1994. BL: 4.0
PRES Library: E KIN

The Fiesta Dress: A Quinceanera Tale. McNelly McCormack, Caren. Published 2009. BL: 3.3
PRES Library: E MCN

Mary and Her Little Lamb: the True Story Behind the Nursery Rhyme. Moses, Will. Published 2011. BL: 4.2
PRES Library: E MOS

Carlos and the Cornfield. Stevens, Jan Romero. Published 1995. BL: 4.3
PRES Library: E ROM

City Dog, Country Frog. Willems, Mo. Published 2010. BL: 2.3
PRES Library: E WIL

Other Resources

Families of Mexico.
DVD.
PRES Library

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: History

<p>Content Standard I: Students are able to identify important people and events in order to analyze <i>significant patterns, relationships, themes, ideas, beliefs and turning points</i> in New Mexico, United States and world history in order to understand the complexity of human experience.</p>		<p>Benchmark I-B: United States: Understand connections among historical events, people and symbols significant to the United States history and cultures.</p>		<p>Standard I-B Kindergarten</p>
<p>Kindergarten: Demonstrate an awareness of community leaders.</p>	<p>Quarter 1:</p> <p>Identify individuals, such as parents, grandparents, guardians, and teachers, who are important in children’s lives.</p> <p>Describe roles and responsibilities of school leaders and helpers.</p>	<p>Quarter 2:</p> <p>Describe people and places in the community.</p> <p>Summarize jobs performed by community leaders.</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate knowledge of who is a “leader”.</p> <p>Identify community leaders by name.</p>	<p>Parents</p> <p>Teachers</p> <p>Principal</p> <p>Preachers</p> <p>Priests</p> <p>Firefighters</p> <p>Policemen</p> <p>Tribal Governor</p> <p>Tribal Council</p> <p>Popè</p> <p>George Washington</p> <p>Cesar Chavez</p> <p>Rosa Parks</p> <p>Martin Luther King Jr.</p>	<p>Community leaders are found at every level of society: in the family, school and in the larger community.</p> <p>Community leaders are those that play a significant role in influencing events outside their own lives.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Level I: Able to name, from own experience, various members of the community (self, parents, friends, relatives).</p> <p>Level II: Able to name, from own experience, with prompting and support, 1-2 “leaders” the student is familiar with (eg. mother, father, teacher, principal, preacher or priest).</p> <p>Level III: Able to identify one community leader outside school.</p> <p>ADVANCED CURRICULUM Level IV: Able to identify and give a short description of at least 2 main community leaders at the state or national level.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Mr. Roger's Neighborhood

<http://pbskids.org/rogers/>

Martin Luther King Jr.

<http://old.seattletimes.com/special/mlk/>

Academy of Achievement

<http://www.achievement.org/galleryachieve.html>

Printed Media: Non Fiction

The Life of Rosa Parks. Connors, Kathleen. Published 2014. BL: 3.2

PRES Library: 323.0 B PAR

Let's Meet a Police Officer. Bellisario, Gina. Published 2013. BL: 2.9

PRES Library: 363.2 BEL

Let's Meet a Firefighter. Bellisario, Gina. Published 2013. BL: 3.0

PRES Library: 363.3 BEL

Firefighter. Askew, Amanda. Published 2009.

PRES Library: 363.37 ASK

Let's Meet a Teacher. Heos, Bridget. Published 2013. BL: 2.8

PRES Library: 371.1 HEO

Three Little Firefighters. Murphy, Stuart. Published 2003. BL: 1.7

PRES Library: 511.3 M

George Washington: Our First President. Jackson, Garnet. Published 2003. BL: 3.2

PRES Library: B WAS

Printed Media: Fiction

My Family: Love and Care, Give and Share. Bullard, Lisa. Published 2003. BL: 2.6

PRES Library: E BUL

My Neighborhood: Places and Faces. Bullard, Lisa. Published 2003. BL: 3.2

PRES Library: E BUL

In My Mother's House. Clark, Ann Nolan. Published 1992. BL: 4.3
PRES Library: PB

Abuela. Dorros, Arthur. Published 1991. BL: 2.5
PRES Library: E DOR

Wanted: Perfect Parents. Himmelman, John. Published 1997.
PRES Library: E HIM

The Key to Grandpa's House. Ortega, Cristina. Published 2007.
PRES Library: E ORT

Curious George Visits a Police Station. Edited by Margret Rey and Alan J. Shalleck. Published 1987.
PRES Library: E REY

Curious George and the Firefighters. Rey, Margret. Published 2010. BL: 2.8
PRES Library: PB

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: History

<p>Content Standard I: Students are able to identify important people and events in order to analyze <i>significant patterns, relationships, themes, ideas, beliefs and turning points</i> in New Mexico, United States and world history in order to understand the complexity of human experience.</p>		<p>Benchmark I-C: World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p>		<p>Standard I-C Kindergarten</p>
<p>Kindergarten: Identify the local, state and national symbols (eg. flag, bird, song)</p>	<p>Quarter 1: Identify common signs, logos and symbols and their meanings.</p>	<p>Quarter 2:</p>	<p>Quarter 3: Identify the state one lives in. Identify the American flag. Recognize the United States flag and the Pledge of Allegiance.</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate knowledge of symbols and their meaning.</p>	<p>Some examples of symbols are:</p> <p>the Pojoaque Elk</p> <p>the PRES theme song</p> <p>the road runner</p> <p>“Oh Fair New Mexico”</p> <p>The Zia Symbol</p> <p>the bald eagle</p> <p>The National Anthem</p>	<p>Communities (local, state and national) adopt symbols that have a shared, significant meaning to the members of those communities.</p>	<p>CCSS: L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support,</p>	<p>Level I: Able to name, from own experience, items of importance in the family (family Bible, family pictures, jewelry, documents, heirlooms).</p> <p>Level II: Able to name, from own experience, with prompting and support, 1-2 symbols from the classroom that the student is familiar with (flags-state and national, school animal).</p> <p>Level III: Able to identify 2-3 symbols outside school (state or national bird or song)</p> <p>ADVANCED CURRICULUM Level IV: Able to identify and give a short description of at least 2 state and national symbols.</p>

			<p>provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p> <p>Ben’s Guide to the U.S. Government http://bensguide.gpo.gov/</p> <p>Symbols of the United States http://www.loc.gov/teachers/student-discovery-sets/ Link to free, interactive ebook documenting how American symbols have changed throughout history</p>
<p>Printed Media: Non Fiction</p> <p>Roadrunners. Borgert-Spaniol, Megan. Published 2014. BL: 2.0 PRES Library: 598.7 SPA</p> <p>Roadrunners. Macken, JoAnn Early. Published 2010. BL: 1.5 PRES Library: 598.74</p> <p>The National Anthem. Nelson, Maria. Published 2015. BL: 3.9 PRES Library: 782.4 NEL</p> <p>What is the Story of Our Flag? Behrens, Janice. Published 2009. BL: 2.7 PRES Library: 929.9 BEH</p> <p>The Presidential Seal. LaPlante, Walter. Published 2015. BL: 3.6 PRES Library: 929.9 LAP</p>

The US Flag. LaPlante, Walter. Published 2015. BL: 3.4
PRES Library: 929.9 LAP

The Bald Eagle. Nelson, Maria. Published 2015. BL: 3.5
PRES Library: 929.9 NEL

New Mexico. Heinrichs, Ann. Published 2006. BL: 3.7
PRES Library: 978.9 HEI

E is for Enchantment : a New Mexico Alphabet. James, Helen Foster. Published 2004. BL: 6.0
PRES Library: 978.9 JAM

New Mexico. Murray, Julie. Published 2006. BL: 3.7
PRES Library: 978.9 MUR

New Mexico. Walker, Cynthia. Published 2004. BL: 2.5
PRES Library: 978.9 W

New Mexico. 978.9 WEI Weiss-Malik, Linda S. Published 2007. 4.6

New Mexico. York, M. J. Published 2011. BL: 3.6
PRES Library: 978.9 Y

Printed Media: Fiction

I Pledge Allegiance. Martin, Bill Jr. Published 2004. BL: 4.9
PRES Library: PB MAR

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: History

<p>Content Standard I: Students are able to identify important people and events in order to analyze <i>significant patterns, relationships, themes, ideas, beliefs and turning points</i> in New Mexico, United States and world history in order to understand the complexity of human experience.</p>		<p>Benchmark I-D: Skills: Understand time passage and chronology.</p>		<p>Standard I-D Kindergarten</p>
<p>Kindergarten: Understand the concept of past and present.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p> <p>Describe life in the present and in the past and begin to recognize that things change over time.</p> <p>Through historical stories, compare people, objects and events of today and long ago.</p> <p>Identify and order events that take place in a sequence.</p>	<p>Quarter 3:</p> <p>Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories and historical accounts.</p>	<p>Quarter 4:</p> <p>Listens to, view, and discusses stories, poems and other media about people and events prior to 1880 honored in commemorative holidays.</p> <p>Through historical stories, compare people, objects and events of today and long ago.</p> <p>Through historical stories, understands the accomplishments of major scientists and inventors.</p> <p>Describe everyday life in the present and past and begin to recognize that things change over time.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate an understanding of past and present.</p>	<p>Past</p> <p>Present</p> <p>Future</p> <p>Events</p> <p>Before</p> <p>After</p> <p>Then</p> <p>Finally</p> <p>Already</p> <p>Happen/happened/happening</p>	<p>Time is measured by past events, present events and future events.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to demonstrate, through simple 2-3 step sequencing, the understanding of an event happening first, second and last.</p> <p>Level II: Able to demonstrate, by use of time adverbs, something occurring <i>before, after, then, finally</i>.</p> <p>Level III: Able to demonstrate understanding of present (something happening now) and past (something that <i>already</i> happened)</p> <p>ADVANCED CURRICULUM Level IV: Able to accurately read and interpret a simple timeline (eg. of one’s own life birth, school, etc)</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
<p>Printed Media</p> <p>On Order for the PRES Library</p> <p>Time to Learn About Past, Present, and Future. Scheunemann, Pam. Published 2008. BL: 3.0</p>
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

<p>Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p>		<p>Benchmark II-A: Understand the concept of location by using and constructing maps, globes and other geographic tools to identify and derive information about people, places and environments.</p>		<p>Standard II-A Kindergarten</p>
<p>Kindergarten:</p> <ol style="list-style-type: none"> 1. Define relative location of items in the physical environment in terms of <i>over, under, near, far, up</i> and <i>down</i>. 2. Define personal direction of <i>front, back, left</i> and <i>right</i>. 	<p>Quarter 1:</p> <p>Use words such as, <i>left, right, near, far, up, down, here, there, above, below, behind</i> and <i>in front</i> that are related to location, direction and distance.</p> <p>Describe locations of things using positional words.</p> <p>Construct simple maps.</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Use simple maps to show where things are located, describe places and locate land and water features.</p> <p>Identify map symbols for land and water.</p> <p>Develop an awareness that maps and globes show a view from above, show things in smaller sizes and show the position of objects.</p> <p>Develop an awareness that a globe is a model of Earth, describe places referenced in stories and real-life situations.</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate, with location words, relative location of items in the surrounding environment.</p> <p>Demonstrate location of items in relation to student's own person.</p>	<p>Over</p> <p>Under</p> <p>Near</p> <p>Far</p> <p>Up</p> <p>Down</p>	<p>We name location of an object by giving context of the objects or landmarks around it: near, far, up down, over, under.</p> <p>We also name location of objects by giving context through personal direction: in front of me, behind me, to the left of me, to the right of me.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to demonstrate understanding of relative location by answering questions like: What is in front of you? What is behind you?</p> <p>Level II: Able, with prompting and support, to describe the objects that are in front of, behind, over, near other students.</p> <p>Level III: Able to compare and contrast 2 opposite directions. (eg. This book is near me, but the classroom door is far.)</p> <p>ADVANCED CURRICULUM Level IV: Able to describe relative location of landmarks on a simple map with a grid.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
<p>Printed Media: Non Fiction</p> <p>Near and Far. Doudna, Kelly. Published 2000. BL: 0.6 PRES Library: 428.1 DOU</p> <p>What's Up, What's Down? Schaefer, Lola M. Published 2002. BL: 2.7 PRES Library: 500 SCH</p> <p>National Geographic Kids Beginner's World Atlas. Published 2011. PRES Library: REF 912</p> <p>Printed Media: Fiction</p> <p>We're Going on a Bear Hunt. Rosen, Michael. Published 1989. BL: 1.3 PRES Library: E ROS</p> <p>On Order for PRES Library</p> <p>Over and Under the Snow. Messner, Kate. Published 2011. BL: 3.2</p> <p>Over the River and Through the Wood. Child, Lydia Maria. Published 2011.</p>
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.		Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change		Standard II-B Kindergarten
Kindergarten: Identify natural characteristics of places (eg. climate, topography).	Quarter 1:	Quarter 2:	Quarter 3: Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor																		
<p>Students:</p> <p>Demonstrate understanding and provide examples of natural characteristics of place.</p>	<table border="0"> <tr><td>Weather</td><td>Rain</td></tr> <tr><td>Climate</td><td>Cloudy</td></tr> <tr><td>Landscape</td><td>Snow</td></tr> <tr><td>Mountain</td><td>Hail</td></tr> <tr><td>Valley</td><td>Thunder</td></tr> <tr><td>River</td><td>Lightning</td></tr> <tr><td>Ocean</td><td>Freeze</td></tr> <tr><td>Blizzard</td><td>Tornados</td></tr> <tr><td>Hurricanes</td><td>Floods</td></tr> </table>	Weather	Rain	Climate	Cloudy	Landscape	Snow	Mountain	Hail	Valley	Thunder	River	Lightning	Ocean	Freeze	Blizzard	Tornados	Hurricanes	Floods	<p>Different places have different weather (climate) conditions and temperatures.</p> <p>Some severe weather can cause damage.</p> <p>Different places exhibit different natural characteristics.</p>	<p>NGSS: K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface. K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>DCI: ESS2.D Weather and Climate. ESS3.B Natural Hazards. ETS1.A Defining and delimiting an engineering problem.</p> <p>CCSS: L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a</p>	<p>Level I: Able to describe current weather conditions outside.</p> <p>Able to describe land nearby (mountains, trees, bushes, river).</p> <p>Level II: Able to give examples of extreme weather conditions (freezes, blizzards, tornados, hurricanes, floods).</p> <p>Able to give examples of landscape not immediately seen (mountains, valleys, rivers, oceans).</p> <p>Level III: Able to demonstrate an understanding of weather forecasting.</p> <p>Able to compare and contrast landscape nearby with that of a different part of the state or country.</p> <p>ADVANCED CURRICULUM Level IV: Able to design a structure that will reduce the warming of sunlight on a certain area.</p>
Weather	Rain																					
Climate	Cloudy																					
Landscape	Snow																					
Mountain	Hail																					
Valley	Thunder																					
River	Lightning																					
Ocean	Freeze																					
Blizzard	Tornados																					
Hurricanes	Floods																					

			<p>favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Weather Wiz Kids
<http://www.weatherwizkids.com/>

Printed Media: Non Fiction

How Do You Know it's Winter? Herrington, Lisa M. Published 2014. BL: 2.3
 PRES Library: 508 HER

How Do You Know it's Spring? Herrington, Lisa M. Published 2014. BL: 2.1
 PRES Library: 508.2 APP

What Happens in Fall? Appleby, Alex. Published 2014. BL: 0.8
PRES Library: 508.2 APP

What Happens in Spring? Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 508.2 APP

What Happens in Summer? Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 508.2 APP

What Happens in Winter? Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 508.2 APP

How Do You Know it's Fall? Herrington, Lisa M. Published 2014. BL: 2.2
PRES Library: 508.2 HER

How Do You Know it's Summer? Herrington, Lisa M. Published 2014. BL: 2.3
PRES Library: 508.2 HER

Volcanoes. Llewellyn, Claire. Published 2000. BL: 3.7
PRES Library: 551.21 LL

The Four Oceans. Mara, Will. Published 2005. BL: 2.0
PRES Library: 551.46 MAR

Rivers. Macken, Joann. Published 2006. BL: 3.3
PRES Library: 551.48 M

Hurricanes. Chambers, Catherine. Published 2001. BL: 7.8
PRES Library: 551.55 CH

Tornadoes. Wendorff, Anne. Published 2009. BL: 4.1
PRES Library: 551.55/3

Blizzards. Manolis, Kay. Published 2009. BL: 3.7
PRES Library: 551.55/5

Droughts. Wendorff, Anne. Published 2009. BL: 3.9
PRES Library: 551.57/73

Mountains. Cole, Melissa S. Published 2003. BL: 5.3
PRES Library: 577.5 COL

Mountain. Star, Fleur, 1974- Published 2007.
PRES Library: 581.63 STA

Earthshake: Poems From the Ground Up. Peters, Lisa Westberg. Published 2003. BL: 3.7
PRES Library: 811 PET

National Geographic Kids Beginner's World Atlas. Published 2011.
PRES Library: REF 912

Printed Media: Fiction

Seasons: Favorite Poems. Illustrated by Gwen Connelly. Compiled by Diane Dow Suire. Published 1989.
PRES Library: E S

Treasure Map. Murphy, Stuart J. Published 2004. BL: 3.1
PRES Library: PB MUR

Cloudy with a Chance of Meatballs Barrett, Judi. Published 1982. BL: 4.3
PRES Library: E BAR

Big Snow. Bean, Jonathan. Published 2013. BL: 2.4
PRES Library: E BEA

Clifford's Spring Clean-Up. Bridwell, Norman. Published 1997. BL: 2.3
PRES Library: E BRI

Groundhog Weather School. Holub, Joan. Published 2009. BL: 3.7
PRES Library: E HOL

The Girl and the Bicycle. Pett, Mark. Published 2014. (Wordless)
PRES Library: E PET

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

<p>Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p>		<p>Benchmark II-C: Be familiar with aspects of <i>human behavior</i> and man-made and natural environments in order to recognize their impact on the past and present.</p>		<p>Standard II-C Kindergarten</p>
<p>Kindergarten:</p> <ol style="list-style-type: none"> 1. Identify family customs and traditions and explain their importance. 2. Describe the natural characteristics of places (eg. landforms, bodies of water, resources and weather). 	<p>Quarter 1:</p>	<p>Quarter 2:</p> <p>Identify and compare similarities and differences among families in other places and cultures.</p>	<p>Quarter 3:</p> <p>Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.</p> <p>Describe common characteristics of forests, plains, mountains and oceans.</p> <p>Use simple maps to show where things are located, describe places and locate land and water features.</p> <p>Identify map symbols for land and water.</p>	<p>Quarter 4:</p> <p>Identify celebrations and holidays as a way of remembering and honoring events and persons in the past.</p> <p>Distinguish likenesses and differences among individuals and families.</p> <p>Identify and compare similarities and differences in families in other places.</p> <p>Identify and compare family customs and explain their importance.</p> <p>Describe aspects of families.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of family customs and their importance.</p> <p>Demonstrate understanding and provide examples of natural characteristics of a place.</p>	<p>Customs</p> <p>Jemez Mountains</p> <p>Traditions</p> <p>Sangre de Cristo mountains</p> <p>Man-made</p> <p>Natural</p> <p>Rio Grande</p> <p>Chama River</p> <p>Mountains</p> <p>Valleys</p> <p>Oceans</p> <p>Lakes</p> <p>Camel Rock</p> <p>Valles Caldera</p>	<p>Different families practice different and similar customs and traditions for a variety of reasons (eg. commemoration, celebration).</p>	<p>CCSS: L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support,</p>	<p>Level I: Able to name, from own experience, customs and traditions of importance in the family (birthdays, feast days, holidays).</p> <p>Able to point to mountains, lakes, oceans, etc, in a photograph.</p> <p>Level II: Able to name, from own experience, with prompting and support, 1-2 family customs and traditions and tell about their importance.</p> <p>Able to identify landforms and bodies of water in the surrounding area (mountains, river).</p> <p>Level III: Able to classify natural versus man-made characteristics of the surrounding area (buildings versus mountains, rivers versus ditches.)</p> <p>ADVANCED CURRICULUM Level IV: Able to name significant natural characteristics of places outside the surrounding area (Camel Rock, Rio Grande, Valles Caldera).</p> <p>Able to compare and contrast the man-made and natural characteristics of a place.</p>

			<p>provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p>
<p>Printed Media</p> <p>My Family, Your Family. Bullard, Lisa. Millbrook Press. Published 2015. BL: 2.9 PRES Library: 306.8 BUL</p> <p>Families. Easterling, Lisa. Published 2007. PRES Library: E 306.85</p> <p>Families in Many Cultures. Adamson, Heather. Published 2008. BL: 1.6 PRES Library: 306.85 A</p> <p>In My Family/En Mi Familia. Lomas Garza, Carmen. Published 1996. BL: 4.7 PRES Library: 306.85 LOM</p> <p>How Do You Know it's Winter? Herrington, Lisa M. Published 2014. BL: 2.3 PRES Library: 508 HER</p> <p>How Do You Know it's Spring? Herrington, Lisa M. Published 2014. BL: 2.1 PRES Library: 508.2 APP</p> <p>What Happens in Fall? Appleby, Alex. Published 2014. BL: 0.8 PRES Library: 508.2 APP</p> <p>What Happens in Spring? Appleby, Alex. Published 2014. BL: 0.9 PRES Library: 508.2 APP</p>

What Happens in Summer? Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 508.2 APP

What Happens in Winter? Appleby, Alex. Published 2014. BL: 0.9
PRES Library: 508.2 APP

How Do You Know it's Fall? Herrington, Lisa M. Published 2014. BL: 2.2
PRES Library: 508.2 HER

How Do You Know it's Summer? Herrington, Lisa M. Published 2014. BL: 2.3
PRES Library: 508.2 HER

Volcanoes. Llewellyn, Claire. Published 2000. BL: 3.7
PRES Library: 551.21 LL

The Four Oceans. Mara, Will. Published 2005. BL: 2.0
PRES Library: 551.46 MAR

Rivers. Macken, Joann. Published 2006. BL: 3.3
PRES Library: 551.48 M

Hurricanes. Chambers, Catherine. Published 2001. BL: 7.8
PRES Library: 551.55 CH

Tornadoes. Wendorff, Anne. Published 2009. BL: 4.1
PRES Library: 551.55/3

Blizzards. Manolis, Kay. Published 2009. BL: 3.7
PRES Library: 551.55/5

Droughts. Wendorff, Anne. Published 2009. BL: 3.9
PRES Library: 551.57/73

Mountains. Cole, Melissa S. Published 2003. BL: 5.3
PRES Library: 577.5 COL

Life in the Boreal Forest. Guiberson, Brenda Z. Published 2009. BL: 4.2
PRES Library: 578.73 GUI

Looking Closely Through the Forest. Serafini, Frank. Published 2008. BL: 3.0
PRES Library: 578.73 S

Mountain. Star, Fleur, 1974- Published 2007.
PRES Library: 581.63 STA

Earthshake: Poems From the Ground Up. Peters, Lisa Westberg. Published 2003. BL: 3.7
PRES Library: 811 PET

National Geographic Kids Beginner's World Atlas. Published 2011.
PRES Library: REF 912

New Mexico 24/7: 24 Hours, 7 Days: Extraordinary Images of One Week in New Mexico. Smolan, Rick. Published 2004.
PRES Library: REF

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.		Benchmark II-D: Understand how physical processes shape the Earth’s surface patterns and biosystems.		Standard II-D Kindergarten
Kindergarten: Describe the Earth’s physical characteristics.	Quarter 1:	Quarter 2:	Quarter 3: Describe common characteristics of forests, plains, mountains and oceans.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate an understanding and provide examples of Earth's physical characteristics.</p>	<p>Weather</p> <p>Landscape</p> <p>Oceans</p> <p>Lakes</p> <p>Ponds</p> <p>Animals</p> <p>Plants</p> <p>Oxygen</p> <p>Biosystems</p>	<p>The Earth has many different biosystems that are made up of five basic components: air, land, water, plants and animals.</p>	<p>NGSS: K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>DCI: ESS2.D Weather and Climate. ESS3.B Natural Hazards. ETS1.A Defining and delimiting an engineering problem.</p> <p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults,</p>	<p>Level I: Able, with prompting and support, to name Earth's physical characteristics from a photograph (including plants and animals).</p> <p>Level II: Able to verbally list and describe, with 2-3 short sentences, at least five of Earth's physical characteristics (including air to breathe, weather, animals and plants).</p> <p>Level III: Able to compare and contrast the differences and similarities between two of Earth's physical characteristics (eg. plants and animals both need air, food and water).</p> <p>ADVANCED CURRICULUM Level IV: Able to research and give a simple oral presentation on one of Earth's biosystems.</p>

			<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p> <p>Animal Fact Guide http://www.animalfactguide.com/</p> <p>Ocean Portal: Find Your Blue http://ocean.si.edu/</p> <p>San Diego Zoo Kids http://kids.sandiegozoo.org/</p>
<p>Printed Media: Non Fiction</p> <p>Coral Reefs. Llewellyn, Claire. Published 2000. BL: 3.9 PRES Library: 551.42 LL</p>

The Four Oceans. Mara, Will. Published 2005. BL: 2.0
PRES Library: 551.46 MAR

Rivers. Macken, Joann. Published 2006. BL: 3.3
PRES Library: 551.48 M

Polar Regions. Parker, Steve. Published 2008. BL: 5.1
PRES Library: 577.09 PAR

A Home in the Rain Forest. Taylor-Butler, Christine. Published 2007. BL: 2.5
PRES Library: 577.34 TAY

Mountains. Cole, Melissa S. Published 2003. BL: 5.3
PRES Library: 577.5 COL

A Home in the Tundra. Marisco, Katie. Published 2007.
PRES Library: 577.5 MAR

Let's Take a Field Trip to a Tide Pool. Furgang, Kathy. Published 2000. BL: 4.5
PRES Library: 577.69 FU

Let's Take a Field Trip to a Coral Reef. Furgang, Kathy. Published 2000. BL: 4.7
PRES Library: 577.7 FU

Life in the Boreal Forest. Guiberson, Brenda Z. Published 2009. BL: 4.2
PRES Library: 578.73 GUI

Looking Closely Through the Forest. Serafini, Frank. Published 2008. BL: 3.0
PRES Library: 578.73 S

Mountain. Star, Fleur, 1974- Published 2007.
PRES Library: 581.63 STA

First Book About Animals of the Plains. Published 2000.
PRES Library: 591.74 FIR

Desert. Haldane, Elizabeth. Published 2006.
PRES Library: 591.75 HAL

Angry Birds Animal Eggventures: Join the Angry Birds on a "Round the World Adventure in Search of Their Stolen Eggs." Esbaum, Jill. Published 2012. BL: 4.4
PRES Library: 598.1

This Big Sky. Mora, Pat. Published 1998. BL: 4.7
PRES Library: 811/.54

Arctic Stories. Kusugak, Michael. Published 1998. BL: 3.6
PRES Library: 813 KUS

Oceans and Sea. Parker, Steve. Published 2012. BL: 6.8
PRES Library: REF

Printed Media: Fiction

Don't Spill the Milk. Davies, Stephen. Published 2013. BL: 2.8
PRES Library: E DAV

If I Ran the Rain Forest. Worth, Bonnie. Published 2003. BL: 3.3
PRES Library: E WOR

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.		Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape <i>patterns of human populations</i> and their interdependence, cooperation and conflict.		Standard II-E Kindergarten
Kindergarten: Identify classroom population.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate an understanding of the classroom population.</p>	<p>Population</p>	<p>Populations can be categorized based on common or disparate characteristics.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to describe attributes of classmates and teacher (all human beings, all live in New Mexico, all students are in kindergarten).</p> <p>Level II: Able to define the classroom as a population by identifying at least 3 characteristics that the classroom population shares.</p> <p>Level III: Able to categorize subgroups of the classroom population based on shared and disparate characteristics (some are five years old, others are six years old) and contrast</p> <p>ADVANCED CURRICULUM Level IV: Able to compare and contrast different characteristics of subgroups and populations of other classrooms.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
Printed Media
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Geography

Content Standard II: Students understand how <i>physical, natural, and cultural processes</i> influence where people live, the ways in which people live, and how societies interact with one another and their environments.		Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution and value of <i>resources</i> .		Standard II-F Kindergarten
Kindergarten: Identify natural resources.	Quarter 1:	Quarter 2:	Quarter 3: Identify things in the natural environment that are important to one’s self. Give examples of ways that people can help keep their environment clean.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor																								
<p>Students:</p> <p>Demonstrate understanding and provide examples of “natural resources”.</p>	<table border="0"> <tr> <td>Resource</td> <td>Crops</td> </tr> <tr> <td>Natural resource</td> <td>Fiber</td> </tr> <tr> <td>Basic needs</td> <td>Survive</td> </tr> <tr> <td>Shelter</td> <td>Survival</td> </tr> <tr> <td>Food</td> <td></td> </tr> <tr> <td>Clothing</td> <td></td> </tr> <tr> <td>Living things</td> <td></td> </tr> <tr> <td>Nonliving things</td> <td></td> </tr> <tr> <td>Protection</td> <td></td> </tr> <tr> <td>Wood</td> <td></td> </tr> <tr> <td>Food</td> <td></td> </tr> <tr> <td>Water</td> <td></td> </tr> </table>	Resource	Crops	Natural resource	Fiber	Basic needs	Survive	Shelter	Survival	Food		Clothing		Living things		Nonliving things		Protection		Wood		Food		Water		<p>Resources are used by humans to meet basic needs (food, shelter, protection).</p> <p>Natural resources are those raw materials that come from nature (wood, water, crops).</p> <p>Use of some resources means that there will consequently be less of them. <i>(Students are not introduced to the term nonrenewable until 3rd grade.)</i></p>	<p>NGSS: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.</p> <p>DCI: ESS2.E Biogeology – Plants and animals can change their environment. ESS3.A Natural resources – Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. ESS3.C Human Impacts on Earth systems – Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impact on land, air, water and other living things.</p> <p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading</p>	<p>Level I: Able to define “resource”. Able to give 2 examples of resources.</p> <p>Able to define what living things need to survive.</p> <p>Level II: Able to distinguish natural resources. Able to explain and give characteristics for at least 3 natural resources.</p> <p>Able to distinguish the needs of humans from other living things (like plants).</p> <p>Level III: Able to compare and contrast differences and similarities between two natural resources.</p> <p>Able to compare and contrast the needs of survival among humans and other living things.</p> <p>ADVANCED CURRICULUM Level IV: Able to define natural resources, give examples and illustrate how they are used to meet basic needs.</p> <p>Able to design simple solutions that reduce the impact of humans on natural resources.</p>
Resource	Crops																											
Natural resource	Fiber																											
Basic needs	Survive																											
Shelter	Survival																											
Food																												
Clothing																												
Living things																												
Nonliving things																												
Protection																												
Wood																												
Food																												
Water																												

			<p>activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Printed Media

On Order for the PRES Library

Light. Nunn, Daniel. Published 2012.

Water. Nunn, Daniel. Published 2012.

Homes. Nunn, Daniel. Published 2012.

Air. Nunn, Daniel. Published 2012.

Food. Nunn, Daniel. Published 2012.

Are You Living? A Song About Living and Nonliving Things. Salas, Laura Purdie. Published 2009.

What do Living Things Need? Austen, Elizabeth. Published 2015.

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Civics and Government

<p>Content Standard III: Students understand the ideals, rights, and responsibilities of <i>citizenship</i> and understand the <i>content and history</i> of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and <i>how governments function</i> at local, state, tribal and national levels.</p>		<p>Benchmark III-A: Know the fundamental <i>purposes, concepts, structures and functions</i> of local, state, tribal and national governments.</p>		<p>Standard III-A Kindergarten</p>
<p>Kindergarten: Identify authority figures and describe their roles (eg. parents, teachers, principal, superintendent, police officers, fire fighters, elected officials).</p>	<p>Quarter 1:</p> <p>Identify individuals, such as parents, grandparents, guardians, and teachers, who are important in children’s lives.</p> <p>Identify and follow school rules to ensure order and safety.</p> <p>Describe roles and responsibilities of school leaders and helpers.</p>	<p>Quarter 2:</p> <p>Describe people and places in the community.</p> <p>Summarize jobs performed by community leaders.</p>	<p>Quarter 3:</p> <p>Recognize that the President is the leader of the United States.</p>	<p>Quarter 4:</p> <p>Through historical stories, understands the accomplishments of major scientists and inventors.</p> <p>Identify individuals who are important in people’s lives.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of “authority figures” in their everyday lives.</p>	<p>Government</p> <p>Authority</p> <p>Safety/protection</p> <p>Order</p> <p>Police</p> <p>Firefighters</p> <p>Principals</p> <p>Parents</p> <p>Elected officials</p> <p>Tribal officials</p>	<p>There are many authority figures—formal and informal in our daily lives.</p> <p>They have many different roles such as: protection, helping us, feeding and taking care of us.</p> <p>Some of them are at home, some are at school, and some are in the community.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to distinguish figures of authority in everyday life.</p> <p>Level II: Able to identify at least 3 figures of authority in different realms of life (family, school, community, tribe)</p> <p>Level III: Able to identify and describe the role of at least 3 authority figures from different realms of life.</p> <p>Able to compare and contrast the roles (jurisdiction) of different authority figures.</p> <p>ADVANCED CURRICULUM Level IV: Able to define what gives a certain figure their authority (rule of law, elected/chosen by people)</p> <p>Able to argue and give evidence to the importance and necessity for different authority figures.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p>
<p>Printed Media: Non Fiction</p> <p>Your Governor: State Government in Action. Brexel, Bernadette. Published 2004. BL: 4.5 PRES Library: 352.23 BRE</p> <p>Your Mayor: Local Government in Action. Silate, Jennifer. Published 2004. BL: 4.3 PRES Library: 352.23 SIL</p> <p>Let's Meet a Police Officer. Bellisario, Gina. Published 2013. BL: 2.9 PRES Library: 363.2 BEL</p> <p>Let's Meet a Firefighter. Bellisario, Gina. Published 2013. BL: 3.0 PRES Library: 363.3 BEL</p> <p>Firefighter. Askew, Amanda. Published 2009. PRES Library: 363.37 ASK</p> <p>Let's Meet a Teacher. Heos, Bridget. Published 2013. BL: 2.8 PRES Library: 371.1 HEO</p> <p>Three Little Firefighters. Murphy, Stuart. Published 2003. BL: 1.7 PRES Library: 511.3 M</p> <p>The President's Stuck in the Bathtub: Poems About the Presidents. Katz, Susan. Published 2012. BL: 6.6 PRES Library: 811/.54</p> <p>Printed Media: Fiction</p> <p>Wanted: Perfect Parents. Himmelman, John. Published 1997. PRES Library: E HIM</p>

Curious George and the Firefighters. Rey, Margret and H.A. Published 2010.

PRES Library: PB

Abuela. Dorros, Arthur. Published 1991. BL: 2.5

PRES Library: E DOR

Other Resources

**Common Core Social Studies Pacing Guide
Kindergarten**

STRAND: Civics and Government				
Content Standard III: Students understand the ideals, rights, and responsibilities of <i>citizenship</i> and understand the <i>content and history</i> of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and <i>how governments function</i> at local, state, tribal and national levels.		Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time.		Standard III-B Kindergarten
Kindergarten:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 1. Recognize and name symbols and activities of the United States to include: <ol style="list-style-type: none"> a. United States symbols to include the flag, bald eagle and monuments b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chile c. Tribal symbols to include Feast Days, pottery, art, storytelling 2. Recognize patriotic activities including The Pledge of Allegiance, The Star Spangled Banner, salute to the New Mexico state flag and New Mexico state song. 	Identify common signs, logos and symbols and their meanings.		Identify the state one lives in. Identify the American flag. Recognize the United States flag and the Pledge of Allegiance.	

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of: tribal, state and national symbols.</p> <p>Demonstrate understanding and provide examples of patriotic activities.</p>	<p>United States Flag</p> <p>Oh Fair NM!</p> <p>Bald eagle Zia Salute</p> <p>Bandelier</p> <p>Pledge of Allegiance</p> <p>El Morro</p> <p>Star Spangled Banner</p> <p>Zia Symbol</p> <p>Red and Green chile</p> <p>Smokey Bear Feast Days</p> <p>Roadrunner Pottery</p>	<p>Cultures have symbols and patriotic activities that have historic and deep symbolic meaning to the members of the culture.</p> <p>Shared cultural symbols promote a sense of cohesiveness and identity among members of each cultural group.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to recognize pictures of the state, tribal and national symbols.</p> <p>Level II: Able to name a least one state, tribal and national symbol.</p> <p>Level III: Able to recite state and national pledges and sing state and national songs from memory.</p> <p>ADVANCED CURRICULUM Level IV: Able to explain in 2-3 simple sentences, the significance or historical origin of at least one state, tribal or national symbol.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

New Mexico True: Explore New Mexico

<http://www.newmexico.org/explore/>

Lists, information, and videos on pueblos, historic sites, state parks, national parks, and cultural events throughout the state.

Symbols of the United States

<http://www.loc.gov/teachers/student-discovery-sets/>

Link to free, interactive ebook documenting how American symbols have changed throughout history.

Ben’s Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Printed Media: Non Fiction

Roadrunners. Borgert-Spaniol, Megan. Published 2014. BL: 2.0
PRES Library: 598.7 SPA

Roadrunners. Macken, JoAnn Early. Published 2010. BL: 1.5
PRES Library: 598.74

The National Anthem. Nelson, Maria. Published 2015. BL: 3.9
PRES Library: 782.4 NEL

What is the Story of Our Flag? Behrens, Janice. Published 2009. BL: 2.7
PRES Library: 929.9 BEH

The Presidential Seal. LaPlante, Walter. Published 2015. BL: 3.6
PRES Library: 929.9 LAP

The US Flag. LaPlante, Walter. Published 2015. BL: 3.4
PRES Library: 929.9 LAP

The Bald Eagle. Nelson, Maria. Published 2015. BL: 3.5
PRES Library: 929.9 NEL

New Mexico. Heinrichs, Ann. Published 2005. BL: 3.7
PRES Library: 978.9 HEI

E is for Enchantment: a New Mexico Alphabet. James, Helen Foster. Published 2004. BL: 6.0
PRES Library: 978.9 JAM

New Mexico. Murray, Julie. Published 2006. BL: 3.7
PRES Library: 978.9 MUR

New Mexico. Walker, Cynthia. Published 2004. BL: 2.5
PRES Library: 978.9 W

New Mexico. Weiss-Malik, Linda S. Published 2007. BL: 4.6
PRES Library: 978.9 WEI

New Mexico. York, M. J. Published 2011. BL: 3.6
PRES Library: 978.9 Y

New Mexico 24/7: 24 Hours, 7 Days: Extraordinary Images of One Week in New Mexico. Smolan, Rick. Published 2004.
PRES Library: REF

Printed Media: Fiction

I Pledge Allegiance. Bellamy, Francis. Published 2004. BL: 4.9
PRES Library: PB MAR

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Civics and Government

<p>Content Standard III: Students understand the ideals, rights, and responsibilities of <i>citizenship</i> and understand the <i>content and history</i> of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and <i>how governments function</i> at local, state, tribal and national levels.</p>		<p>Benchmark III–C: Become familiar with the basic purposes of government in New Mexico and the United States.</p>		<p>Standard III-C Kindergarten</p>
<p>Kindergarten: Describe and provide examples of fairness.</p>	<p>Quarter 1:</p> <p>Recognize the need for fair rules and laws.</p> <p>Analyze classroom problems and suggest fair solutions.</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of: “fairness”.</p>		<p>One of the basic tenets of government is that all people have equal access.</p> <p>This concept can be called “fairness”. (<i>Students will later be introduced to concepts of the “public good” and the “common good” in 1st and 2nd grades.</i>)</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to give examples from own experience about what is “fair”.</p> <p>Level II: Able to compare and contrast provided scenarios that are “fair” and “unfair”.</p> <p>Able to give a simple, self-generated definition of “fairness”.</p> <p>Level III: Able to argue, with evidence, examples of fairness from stories, books or movies.</p> <p>ADVANCED CURRICULUM Level IV: Able to create original scenarios (verbal, written or in pictures) which demonstrate an understanding of “fairness”.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
<p>Printed Media: Non Fiction</p> <p>Not Fair, Won't Share. Graves, Sue. Published 2011. PRES Library: 152.4 GRA.</p> <p>No Fair!: Kids Talk About Fairness. Loewen, Nancy. Published 2003. BL: 3.9 PRES Library: 179 LOE</p> <p>Printed Media: Fiction</p> <p>No Fair!. Holtzman, Caren. Published 1997. BL: 1.4 PRES Library: E HOL</p>
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Civics and Government

<p>Content Standard III: Students understand the ideals, rights, and responsibilities of <i>citizenship</i> and understand the <i>content and history</i> of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and <i>how governments function</i> at local, state, tribal and national levels.</p>		<p>Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school, and community.</p>		<p>Standard III-D Kindergarten</p>
<p>Kindergarten:</p> <ol style="list-style-type: none"> 1. Describe what is meant by citizenship. 2. Explain what is meant by “good citizenship” to include: <ol style="list-style-type: none"> a. Taking turns and sharing b. Taking responsibility for own actions, assignments, personal belongings within the classroom and respecting the property of others. 	<p>Quarter 1:</p> <p>Identify and follow school rules to ensure order and safety.</p> <p>Identify examples of situations involving responsibility in the classroom.</p>	<p>Quarter 2:</p> <p>Demonstrate that being a good citizen involves taking turns.</p> <p>Demonstrate that being a good citizen involves following rules and understanding the consequences of breaking rules.</p> <p>Recognize the need for rules and laws.</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of what it means to be a “good citizen”.</p>	<p>Citizenship</p> <p>Truth</p> <p>Fairness</p> <p>Responsibility</p> <p>Taking turns</p> <p>Sharing</p>	<p>Characteristics of being a “good citizen” include: treating people fairly, telling the truth and taking responsibility for yourself.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions</p>	<p>Level I: Able to give examples from own life of times when student was practicing “good citizenship”.</p> <p>Level II: Able to give at least 3 examples of being a “good citizen” in your family, your classroom and your school.</p> <p>Level III: Able to compare and contrast characteristics of a good citizen and someone who is not a good citizen.</p> <p>ADVANCED CURRICULUM Level IV: Able to argue with evidence why it is important to practice “good citizenship” in the classroom, the school and at home.</p>

			<p>of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p>
<p>Printed Media: Non Fiction</p> <p>Not Fair, Won't Share. Graves, Sue. Published 2011. PRES Library: 152.4 GRA.</p> <p>Telling the Truth. Donaghey, Reese. Published 2015. PRES Library: 177.3 DON</p> <p>No Fair!: Kids Talk About Fairness. Loewen, Nancy. Published 2003. BL: 3.9 PRES Library: 179 LOE</p> <p>Soy Responsible/I Am Responsible. Schuette, Sarah L. Published 2004. BL: 0.9 PRES Library: 179 S</p> <p>I am Responsible. Schuette, Sarah L. Published 2003. BL: 0.9 PRES Library: 179 SCH</p> <p>I am a Good Citizen. Hoffman, Mary Ann. Published 2011. BL: 1.9 PRES Library: 323.6 HOF</p> <p>Printed Media: Fiction</p> <p>Llama Llama Time to Share. Dewdney, Anna. Published 2012. BL: 1.5 PRES Library: E DEW</p> <p>No Fair!. Holtzman, Caren. Published 1997. BL: 1.4 PRES Library: E HOL</p>

The Girl and the Bicycle. Pett, Mark. Published 2014. (Wordless)
PRES Library: E PET

Tell the Truth B.B. Wolf. Sierra, Judy. Published 2010. BL: 2.9
PRES Library: E SIE

Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including market economy) on individuals, families, businesses, communities and governments.		Benchmark IV-A: Understand that individuals, households, businesses, governments and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).		Standard IV-A Kindergarten
Kindergarten: Understand that basic human needs are met in many ways.	Quarter 1:	Quarter 2: Identify relationships between community needs and community services. Explain that people work to earn money to buy things they need or want. Identify the difference between basic needs and wants. Identify types of food, clothing and shelter used by people in a community.	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding of “human needs”.</p> <p>Provide examples of different ways that human needs are met.</p>	<p>Basic human needs</p> <p>Food</p> <p>Shelter/Protection</p> <p>Clothing</p> <p>Love</p> <p>Friendship</p> <p>Learning</p>	<p>Humans from all around the world share some basic human needs.</p> <p>Products, goods and services satisfy human needs.</p> <p>Different people meet the same need in a variety of ways (eg. growing a garden vs. grocery shopping).</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to give examples of basic human needs. Able to give examples from own life about ways that basic needs are met (we go to the grocery store for food, my mom cooks, etc.)</p> <p>Level II: Able to list at least 3 basic needs and the most common resources that are used to meet them in the student’s own family or community (eg. need for food met by farming, grocery shopping, or cooking).</p> <p>Level III: Able to give examples from stories, books or movies of people meeting their basic needs and tell whether it is similar or different to the student’s own experience.</p> <p>ADVANCED CURRICULUM Level IV: Able to tell about how people in another community, school or country meet their basic human needs in a different way from the student’s own experience.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
<p>Printed Media</p> <p>On Order for the PRES Library</p> <p>Light. Nunn, Daniel. Published 2012.</p> <p>Water. Nunn, Daniel. Published 2012.</p> <p>Homes. Nunn, Daniel. Published 2012.</p> <p>Air. Nunn, Daniel. Published 2012.</p> <p>Food. Nunn, Daniel. Published 2012.</p> <p>Are You Living? A Song About Living and Nonliving Things. Salas, Laura Purdie. Published 2009.</p> <p>What do Living Things Need? Austen, Elizabeth. Published 2015.</p>
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including market economy) on individuals, families, businesses, communities and governments.		Benchmark IV-B: Understand that economic systems impact the way individuals, households, business, governments, and societies make decisions about goods and services.		Standard IV-B Kindergarten
Kindergarten:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> Understand the concept of “product” (something produced by human, mechanical or natural processes). Understand the importance of jobs. 	<p>Give examples of different kinds of jobs that people do.</p>	<p>Match simple descriptions of work that people do with the names of those jobs.</p> <p>Recognize examples of community service.</p> <p>Summarize jobs performed by community leaders.</p> <p>Identify different kinds of jobs.</p> <p>Give examples of work activities people do at home.</p> <p>Explain why different people hold different jobs.</p> <p>Explain that people work to earn money to buy things they need or want.</p> <p>Recognize that people use money to purchase goods.</p>		<p>Through historical stories, understands the accomplishments of major scientists and inventors.</p>

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
<p>Students:</p> <p>Demonstrate understanding and provide examples of: “products”.</p> <p>Demonstrate understanding of the importance of jobs.</p>	<p>Products/Goods</p> <p>Mechanical</p> <p>Natural</p> <p>Resources</p>	<p>Communities use resources to produce products or goods.</p> <p>Products are things made by human, mechanical or natural processes (food is grown and cooked by people).</p> <p>Products are bought by people to satisfy human needs.</p> <p>Jobs are ways that adults earn money in order to purchase products.</p>	<p>CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Level I: Able to give examples of “products” from own experience (candy, books, clothes, video games).</p> <p>Level II: Able to give examples of at least 3 products and tell whether they were human, mechanically or naturally made or a combination of processes.</p> <p>Level III: Able to give examples of different kinds of jobs.</p> <p>ADVANCED CURRICULUM Level IV: Able to argue with evidence about why having a job is important.</p>

			<p>writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	---	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources
<p>Printed Media</p> <p>Fox on the Job. Marshall, James. Published 1988. BL: 2.0</p> <p>On Order for the PRES Library</p> <p>Using Rocks. Katz Cooper, Sharon. Published 2007. BL: 2.5</p> <p>Using Soil. Katz Cooper, Sharon. Published 2007. BL: 2.7</p> <p>Using Plants. Katz Cooper, Sharon. Published 2007. BL: 2.2</p> <p>Using Air. Katz Cooper, Sharon. Published 2007. BL: 2.3</p> <p>Using Water. Katz Cooper, Sharon. Published 2007. BL: 2.7</p> <p>Using Coal, Oil, and Gas. Katz Cooper, Sharon. Published 2007. BL: 2.7</p> <p>Job Wanted. Bateman, Teresa. Published 2015. BL: 3.2</p>
Other Resources

Common Core Social Studies Pacing Guide

Kindergarten

STRAND: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including market economy) on individuals, families, businesses, communities and governments.		Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies and their independent qualities.		Standard IV-C Kindergarten
Kindergarten: Describe trade (eg. buying and selling, bartering, simple exchange).	Quarter 1:	Quarter 2: Recognize that people use money to purchase goods.	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptor
Students: Demonstrate understanding and provide examples of: “trade”.	Products/Goods Buy Sell Trade Barter Exchange Dollar	To be able to get products, you need to give something of value in return. This is a process called “trade”. Trade can take the form of buying and selling, or bartering, a simple exchange of one thing of value for another. In our country, the United States, we use the form of money known as the “dollar” for trade.	CCSS: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.10 Actively engage in group reading activities with purpose and understanding. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8 With guidance and support from adults, recall information from experiences or gather	Level I: Able to provide examples from own life of trade (going to the store to buy something, trading toys with a friend). Level II: Able to provide examples from own life of the way that adults are able to “trade”. (Teachers earn a paycheck for teaching, parents earn a paycheck from their job, and older sister babysits to be able to use the family car). Level III: Able to compare and contrast the similarities and differences of different methods of trade. ADVANCED CURRICULUM Level IV: Able to argue and give evidence why we trade in order to obtain products.

			<p>information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
--	--	--	--	--

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p> <p>Money as You Grow www.moneyasyougrow.org/</p> <p>Money as You Learn http://www.moneyasyoulearn.org/</p>
<p>Printed Media: Fiction</p> <p>Albert Adds Up! May, Eleanor. Published 2014. BL: 2.0 E MAY</p> <p>Tia Isa Wants a Car. Medina, Meg. Published 2011. BL: 3.0 E Med</p> <p>Sheep in a Shop. Shaw, Nancy. Published 1991. BL: 1.1 E SHA</p>