

Jemez Valley Public Schools
KINDERGARTEN SOCIAL STUDIES • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History			
Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico.			
<p>Identify your family's background and culture.</p> <p>Define the term "culture".</p> <p>Describe the relevance of the 16th of September to New Mexico history</p> <p>Identify culture in the classroom and school.</p> <p>Identify the customs, celebrations, and holidays of various culture in New Mexico around the Mexico Independence Day holidays.</p> <p>Identify leaders from student's life (e.g., family, teacher, principal, coach).</p>	<p>Identify the customs, celebrations, and holidays of various cultures in New Mexico around the Thanksgiving holiday and before or during every holiday throughout the year.</p> <p>Identify cultures in students' city or town.</p> <p>Understand the concept of past and present (e.g., now, later, today, yesterday, this year, last year, etc) (year long)</p> <p>Identify cultures in New Mexico.</p> <p>Identify the customs, celebrations, and holidays of various cultures in New Mexico around the Christmas, Hanukkah, and Kwanzaa holidays.</p>	<p>Student identifies the name of the city or town where they live and any local symbols.</p> <p>Identify the customs, celebrations, and holidays of various cultures in New Mexico around the Valentine's Day holiday.</p> <p>Students identify the state where they live and its symbols (flag, bird, song)</p> <p>Students identify the country where they live and the national symbols (flag, bird, song).</p> <p>Students identify national leaders (president).</p>	<p>Demonstrate an awareness of community leaders</p>

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Strand II: Geography			
Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.			
<p>Identify classroom population.</p> <p>Define relative location of items in the physical environment in terms of over, under, near, far, up, and down. (year long).</p> <p>Define personal direction of front, back, left, and right (year long)</p>	<p>Identify family customs and traditions and explain their importance, before or during every holiday throughout the year.</p>	<p>Identify the Earth's physical characteristics (mountains, lakes, oceans, valleys, arroyos) and human-built environments (towns and cities).</p> <p>Identify the types of weather (sunny, rainy, snowy, windy) and associate them with different times of the year (spring, summer, fall, winter).</p> <p>Describe the Earth's physical characteristics (mountains, lakes, oceans, valleys, arroyos).</p>	<p>Identify natural characteristics of places (climate, topology)</p> <p>Describe the natural characteristics of places (e.g. landforms, bodies of water, natural resources, and weather).</p> <p>Identify natural resources.</p>

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Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand III: Civics and Government			
Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.			
<p>Describe and provide example of fairness. (year long)</p> <p>Explain what is meant by “good citizenship,” to include:</p> <p>Explain what is meant by “good citizenship” to include (a) taking turns and sharing, (b) taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others (year long)</p> <p>Recognize patriotic activities including The Pledge of Allegiance, The Star Spangled Banner, and salute to the New Mexico flag, and New Mexico state songs</p>	<p>Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).</p>	<p>Describe what is meant by citizenship. (year long)</p> <p>Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include: (a) United States symbols to include the flag, bald eagle, monuments (b) New Mexico symbols to include the flag, Smokey Bear, State Bird, chili (c) Tribal symbols and activities to include Feast Day, pottery, arts, storytelling</p>	

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Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand IV: Economics			
Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.			
<p>Describe trade (e.g., buying and selling, bartering, simple exchange).</p>		<p>Understand that basic human needs are met in many ways. Identify different types of jobs.</p> <p>Understand the concept of product (something produced by human, mechanical, or natural process).</p>	<p>Understand the importance of jobs.</p>