

**Clint Independent School District
Kindergarten Planning Guide
Social Studies
2009-10**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
August 24 - October 23	October 26 – January 15	January 19 – March 26	March 29 – June 4
Rules	Halloween	Martin Luther King, Jr. Day (Jan 18)	Easter (April 4)
Location	Election Day (Nov 4)	100 th Day of School (Feb 4)	Basic Needs
Pledge	Veteran's Day (Nov 11)	Groundhog Day	Earth Day (April 22)
Flags (U.S. & TX)	Thanksgiving (Nov 26)	Valentine's Day	Mother's Day
Jobs in school	Christmas	Dental Health Month	Careers
Rituals & Routines (chronology)	New Year's Day	President's Day (Feb 16)	Community Helpers
Me		George Washington	End of Year Celebration
Family		Texas Independence Day (March 2)	
Grandparents Day (Sept 13)			
Columbus Day (Oct 12)		Stephen F. Austin	
Fire Safety Week (Oct 12-16)		Read Across America (Mar12) Dr. Suess	
Red Ribbon Week (Oct 17-25)		100 th Day of School (Feb 4)	
Constitution Day (Sept 17)		Groundhog Day	
Freedom Week (week of Sept 17)			

**2009-2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT:

1st Nine Weeks - (44 days of instruction) August 24 –October 23

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(8) <i>Government.</i> The student understands the purpose of rules.</p> <p>(9) <i>Government.</i> The student understands the role of authority figures.</p> <p>(17) <i>Social studies skills.</i> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Rules</p> <p>(A) identify purposes for having rules;</p> <p>(B) identify rules that provide order, security, and safety in the home and school.</p> <p>(A) identify authority figures in the home, school, and community;</p> <p>(B) explain how authority figures make and enforce rules.</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</p>	<p>rules</p> <p>safety</p> <p>obey</p> <p>consequence</p> <p>behavior</p> <p>principal</p> <p>teacher</p>	<p>Students make an "Our Rules" booklet</p> <p>Class works as a group to create the rules for the classroom.</p> <p>Students create rule posters</p> <p>Teacher observation of students following classroom and school rules</p>	<p>For second language learners:</p> <p>When introducing new concepts, include a visual representation, an opportunity to act out a situation, the use of the five senses, for describing nonlinguistic representations and hands-on experiences.</p> <ul style="list-style-type: none"> • Activate prior knowledge. • Allow for transfer of skills from first language. 	<p>Students help teacher create classroom rules</p>	<p>Clint Social Studies Social Studies website:</p> <p><i>No, David!</i>, by David Shannon</p> <p>www.unitedstreaming.com Community Rules and Laws (15:00)</p> <p><i>Weekly Reader</i> (ordered yearly by campus)</p> <p><i>Kindergarten Studies Weekly</i> (ordered yearly by campus) www.studiesweekly.com</p> <p>www.georgetown.org</p> <p>United Streaming: Beginning Social Studies Vocabulary</p>

<p>(4) <i>Geography.</i> The student understands the concept of location.</p> <p>(10) <i>Citizenship.</i> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p><u>Location</u> (B) locate places on the school campus and describe their relative locations.</p> <p><u>Pledge/Flags (U.S. and Texas)</u> (A) identify the flags of the United States and Texas; (B) recite the Pledge of Allegiance.</p>	<p>location school map left right near far over under behind</p> <p>United States Texas flag pledge allegiance republic nation liberty justice</p>	<p>Students design a map of their school.</p> <p>Teacher Observation: The students are able to identify the U.S. and Texas flags.</p> <p>The students are able to recite the Pledge of Allegiance.</p>		<p>Students will create their own neighborhood map</p>	<p>www.unitedstreaming.com</p> <p>United Streaming: <u>U.S. Symbols</u> www.Unitedstreaming.com</p> <p>United Streaming: Old Glory www.unitedstreaming.com</p> <p><u>Me On A Map</u> by Joan Sweeney</p> <p><u>I pledge Allegiance</u> by June Swanson</p>
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<p>(7) <i>Economics</i>. The student understands the importance of jobs.</p>	<p><u>Jobs In the School</u> (A) identify jobs in the home, school, and community.</p>	<p>job occupation</p>			<p>Identify the occupation of school personnel:</p>	
<p>(9) <i>Government</i>. The student understands the role of authority figures.</p>	<p>(A) identify authority figures in the home, school, and community; (B) explain how authority figures make and enforce rules.</p>				<p>Who are some people in your home, school, and community that can help you?</p>	
<p>(3) <i>History</i>. The student understands the concept of chronology.</p>	<p><u>Rituals and Routines</u> (A) place events in chronological order; (B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>				<p>Graphic Organizer: List workers at school</p> <p>United Streaming Going to School is Your Job (www. Unitedstreaming.com)</p>	
<p>(11) <i>Culture</i>. The student understands similarities and differences among people.</p>	<p><u>Me</u> (A) identify personal attributes common to all people such as physical characteristics; (B) identify differences among people.</p>	<p>myself me individual</p>	<p>Create a self-portrait. Make a book about themselves.</p>		<p>Identify ways in which your friends are different from you?</p>	<p>United Streaming: <u>America: A Land of Many People</u> (www. unitedstreaming.com)</p>
					<p>What are the characteristics of our classroom?</p>	<p>United Streaming: <u>All the Colors of the Earth</u> (www. unitedstreaming.com)</p>

<p>(12) <i>Culture</i>. The student understands how people learn about themselves through family customs and traditions.</p>	<p><u>Family</u> (A) identify family customs and traditions and explain their importance; (B) compare family customs and traditions.</p>	<p>Family members (i.e., mother, father, sister, brother, etc.)</p> <p>school</p> <p>class</p> <p>teacher</p> <p>friend</p> <p>special</p> <p>share</p> <p>home</p>				<p>com)</p>
<p>(12) <i>Culture</i>. The student understands how people learn about themselves through family customs and traditions.</p>	<p><u>Grandparent's Day (Sept. 9)</u> (A) identify family customs and traditions and explain their importance.</p>	<p>Grandmother</p> <p>Grandfather</p>			<p>Compare and contrast needs and wants (Thinking Maps)</p>	<p>United Streaming: Diversity Elementary: Families (www. Unitedstreaming</p>

<p>(1) History. The student understands that holidays are celebrations of special events.</p>	<p><u>Constitution Day (Sept. 17)</u> (A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p>	<p>Constitution Preamble Life Liberty Happiness</p>				<p><u>We the Kids</u> by David Catrow (Scholastic)</p>
<p>(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.</p>	<p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation.</p>					
<p>(8) Government. The student understands the purpose of rules.</p>	<p>(A) identify purposes for having rules; (B) identify rules that provide order, security, and safety in the home and school.</p>					
<p>(9) Government. The student understands the role of authority figures.</p>	<p>(A) identify authority figures in the home, school, and community; (B) explain how authority figures make and enforce rules.</p>					

<p>(10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>(A) identify the flags of the United States and Texas; (B) recite the Pledge of Allegiance; (C) explain the use of voting as a method for group decision making.</p> <p><u>Columbus Day</u> <u>(Oct. 12)</u></p> <p>(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day</p> <p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation.</p>	<p>Explorer (i.e., Christopher Columbus)</p>				
<p>(1) <i>History</i>. The student understands that holidays are celebrations of special events.</p>	<p>(A) use terms, including over, under, near, far, left, and right, to describe relative location.</p>	<p>discover America Ship</p>				<p>"Set Sail" (activity sheet) by Mailbox</p>
<p>(2) <i>History</i>. The student understands how historical figures and ordinary people helped to</p>	<p>(A) identify the physical</p>	<p>Niña Pinta Santa María</p>				<p>Columbus Day book by Mailbox</p> <p><u>In 1492</u> by Jean Marzollo</p> <p>United Streaming:</p>

<p>shape the community, state, and nation.</p> <p>(4) <i>Geography.</i> The student understands the concept of location.</p> <p>(5) <i>Geography.</i> The student understands the physical and human characteristics of the environment.</p> <p>(7) <i>Economics.</i> The student understands the importance of jobs.</p> <p>(8) <i>Government.</i> The student understands the purpose of rules</p> <p>(9) <i>Government.</i> The student understands the role of authority figures.</p> <p>(13) <i>Science, technology, and society.</i> The student</p>	<p>characteristics of places such as landforms, bodies of water, natural resources, and weather.</p> <p><u>Fire Safety Week (Oct. 8-12)</u></p> <p>(A) identify jobs in the home, school, and community;</p> <p>(B) explain why people have jobs.</p> <p>(B) identify rules that provide order, security, and safety in the home and school.</p> <p>(A) identify authority figures in the home, school, and community.</p> <p>(A) identify examples of technology used in the home and school;</p> <p>(B) describe how technology helps accomplish specific tasks.</p> <p>(A) describe how his or her life might be different without modern technology;</p> <p>(B) list ways in which technology meets people's needs.</p>	<p>safety</p> <p>fire alarm</p> <p>firefighter</p>				<p>Columbus Day (www.unitedstreaming.com)</p> <p>Christopher Columbus by Stephen Krensk</p> <p>Firefighter Guest Speaker</p> <p>Field Trip</p> <p>Stop, Drop, and Roll</p>
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<p>understands ways technology is used in the home and school.</p> <p>(14) <i>Science, technology, and society.</i> The student understands ways in which technology has changed how people live.</p> <p>(8) <i>Government.</i> The student understands the purpose of rules</p> <p>(9) <i>Government.</i> The student understands the role of authority figures.</p> <p>(15) <i>Social studies skills.</i> The student applies critical-thinking skills to organize and use</p>	<p><u>Red Ribbon Week</u></p> <p>(A) identify purposes for having rules;</p> <p>(B) identify rules that provide order, security, and safety in the home and school.</p> <p>(A) identify authority figures in the home, school, and community;</p> <p>(B) explain how authority figures make and enforce rules.</p> <p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p> <p>(C) sequence and categorize information;</p> <p>(D) identify main ideas from oral, visual, and print sources.</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</p>	<p>drugs</p> <p>police officers</p>				<p>United Streaming: Cops Are Tops: Our Police at Work (www.unitedstreaming.com)</p> <p>United Streaming .com Drugs and Alcohol Series for children (10:00)</p>
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<p>information acquired from a variety of sources including electronic technology.</p> <p>(17) <i>Social studies skills.</i> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>(12) <i>Culture.</i> The student understands how people learn about themselves</p>	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p><u>Halloween (Oct. 31)</u></p> <p>(A) identify family customs and traditions and explain their importance;</p> <p>(B) compare family customs and traditions;</p> <p>(C) describe customs of the local community.</p> <p>Freedom Week</p> <p>A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and</p> <p>(B) identify ordinary people who have shaped the community.</p>					
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<p>through family customs and traditions.</p> <p>(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:</p>		<p>Brave</p> <p>Freedom Honor</p> <p>Veteran</p>	<p>Students write and draw about what they think freedom represents</p>		<p>Discuss voting process</p> <p>Students name and locate their state.</p> <p>Discuss birthday of our nation</p> <p>Name first and current president</p>	<p>United Streaming Holiday Facts and Fun: Halloween (11:00)</p> <p>www.georgetownisd.org</p> <p>studiesweekly.com</p> <p>The story of the statue of liberty by Betsy Maestro</p> <p>A patriotic primer by Lynne Cheney</p>
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**2009 - 2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: **2nd 9 weeks- (_47_ days of instruction) Oct. 28-Jan.16**
Kindergarten/Social Studies

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-12 Culture. The student understands how people learn about themselves through family customs and traditions.</p>	<p><u>HALLOWEEN</u></p> <p>(A) identify family customs and traditions and explain their importance;</p> <p>B) compare family customs and traditions; and</p> <p>(C) describe customs of the local community</p>	<p>Trick-o-Treat Costume Safety</p>	<p>Participation Teacher Observation</p>	<p>TPR 5 senses visuals</p>	<p>Rotate within the grade level classrooms to read related stories and create art projects</p>	<p>Costumes Trick-O-Treat Bags Halloween stories/songs Art materials Scholastic's Let's Find Out Video Streaming</p>
<p>K-1 History. The student understands that holidays are celebrations of special events.</p>	<p><u>ELECTION DAY</u></p> <p>(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p>	<p>Vote Election</p>	<p>Count votes and discuss outcome</p>	<p>Graph results Visuals Act out</p>	<p>Mock election in our classroom</p>	<p>Ballot box Ballots Persuasive posters Teacher made graph Scholastic's Let's Find Out Video Streaming</p> <p>www.georgetownisd.org</p>

<p>K-2</p> <p>History. The student understands how historical figures and ordinary people helped to shape the community</p>	<p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>(B) identify ordinary people who have shaped the community</p>					
<p>K-10</p> <p>Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>(C) explain the use of voting as a method for group decision making.</p>					

**2009 - 2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **2nd 9 weeks (46 days of instruction) Oct. 29-Jan.17**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-11</p> <p>Culture. The student understands similarities and differences among people.</p>	<p>(B) identify differences among people</p>					
<p>K-1</p> <p>History. The student understands that holidays are celebrations of special events</p>	<p><u>VETERAN'S DAY</u></p> <p>(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p>	<p>Veteran Soldier</p>	<p>Teacher observation</p>	<p>Guest speakers Visuals</p>	<p>Guest speakers Class discussion</p>	<p>Guest speakers Veteran's display Musems Video Streaming Scholastic's Let's Find Out Video Streaming</p>

**2009 - 2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **2nd 9 weeks- (_46_ days of instruction) Oct. 28-Jan.16**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-2</p> <p>History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation</p>	<p>(B) identify ordinary people who have shaped the community.</p>					
<p>K-7</p> <p>Economics. The student understands the importance of jobs</p>	<p>(A) identify jobs in the home, school, and community; and (B) explain why people have jobs.</p>					

**2009-2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies 2nd 9 weeks- (_46_ days of instruction) Oct. 28-Jan.16

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-8</p> <p>Government. The student understands the purpose of rules.</p>	<p>(B) identify rules that provide order, security, and safety in the home and school.</p>					
<p>K-9</p> <p>Government. The student understands the role of authority figures</p>	<p>(A) identify authority figures in the home, school, and community; and</p> <p>(B) explain how authority figures make and enforce rules.</p>					

<p>K-2</p> <p>History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.</p>	<p><u>THANKSGIVING</u></p> <p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>(B) identify ordinary people who have shaped the community.</p>	<p>Pilgrim Thankful Mayflower Native American</p>	<p>Retelling</p>	<p>Reenact Visuals</p>	<p>Reenact the feast in classroom or grade level</p>	<p>Video Streaming Related books Visuals Food Construction paper Scholastic's Let's Find Out Video Streaming Songs</p>
<p>K-3</p> <p>History. The student understands the concept of chronology</p>	<p>(A) place events in chronological order; and</p> <p>(B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>					

**2009-2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: **2nd 9 weeks- (_46_ days of instruction) Oct. 28-Jan.16**
Kindergarten/Social Studies

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indidicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-5</p> <p>Geography. The student understands the physical and human characteristics of the environment.</p>	<p>(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and</p> <p>(B) identify the human characteristics of places such as types of houses and ways of earning a living.</p>					
<p>K-6</p> <p>Economics. The student understands that basic human needs are met in many ways.</p>	<p>(A) identify basic human needs; and</p> <p>(B) explain how basic human needs of food, clothing, and shelter can be met.</p>					

**2009 - 2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **2nd 9 weeks (_46_ days of instruction) Oct. 28-Jan.16**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-12</p> <p>Culture. The student understands how people learn about themselves through family customs and traditions.</p>	<p>(A) identify family customs and traditions and explain their importance;</p> <p>(B) compare family customs and traditions; and</p> <p>(C) describe customs of the local community.</p>					
<p>K-3</p> <p>History. The student understands the concept of chronology</p>	<p><u>CHRISTMAS</u></p> <p>A) place events in chronological order; and</p> <p>(B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>	<p>Holiday Tradition</p>	<p>Bubble Map</p>	<p>Visuals 5 senses Performance Hands on experiences</p>	<p>Read Christmas books ,sing Christmas songs, art projects, act of giving Christmas caroling</p>	<p>Video Streaming Art materials Christmas music Christmas books Pine cones Wreaths Musical instruments Scholastic's Let's Find Out Video Streaming</p>

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Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies 2nd 9 weeks (_46_ days of instruction) Oct. 28-Jan.16

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>K-12</p> <p>Culture. The student understands how people learn about themselves through family customs and traditions.</p>	<p>(A) identify family customs and traditions and explain their importance;</p> <p>(B) compare family customs and traditions; and</p> <p>(C) describe customs of the local community.</p>					
<p>K-3</p> <p>History. The student understands the concept of chronology.</p>	<p><u>NEW YEAR'S DAY</u></p> <p>(A) place events in chronological order; and</p> <p>(B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>	<p>Time</p> <p>Year</p>	<p>Dismantle the Calendar</p>	<p>Visuals</p> <p>Calender</p> <p>Hands on</p>	<p>Compare/Contrast</p> <p>New Years's Celebrations</p> <p>Dismantling the Calendar</p>	<p>Calendar</p> <p>Time line with symbols that represent each month</p> <p>Scholastic's Let's Find Out Video</p>

<p>K-12</p> <p>Culture. The student understands how people learn about themselves through family customs and traditions.</p>	<p>(A) identify family customs and traditions and explain their importance;</p> <p>(B) compare family customs and traditions; and</p> <p>(C) describe customs of the local community.</p> <p><u>MARTIN LUTHER KING JR.</u></p>					<p>Streaming</p>
<p>K-2</p> <p>History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation</p>	<p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>(B) identify ordinary people who have shaped the community.</p>	<p>Protest Equality Leader Freedom</p>	<p>Teacher observation And discussion</p>	<p>Visuals</p>	<p>Read Martin Luther's King Biography</p>	<p>Scholastic's Let's Find Out Video Streaming</p>

<p>K-3 History. The student understands the concept of chronology</p> <p>K-11 Culture. The student understands similarities and differences among people.</p>	<p>(A) place events in chronological order; and (B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p> <p>(A) identify personal attributes common to all people such as physical characteristics; and (B) identify differences among people.</p>					
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**2009 - 2010 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **3rd Nine Weeks - (44 days of instruction)**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicators	ESL Strategies	Lesson	Resources/ Materials
K4 Geography -The student understands the physical and human characteristics of the environment. The student is expected to: -	<u>Groundhog's Day</u> A)) use terms, including over, under, near, far, left, and right, to describe relative location	Over Under Near Far Left Right Shadow Groundhog Hibernation Season	Teacher observation of students ability to place puppet in proper relative location	For second language learners when introducing new concepts including representation, acting out, describing using the senses, concrete objects, non-linguistic representations and hands-on experiences It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English..	Create a groundhog puppet Students will create shadows outside at various times during the day and discuss the different shadows created. Class discussion of Groundhog's Day and its relevance.	Internet Resources: United Streaming: Beginning Social Studies Vocabulary (13:00) http://www.groundhog.org/teachers/
K5-Geography The student understands the physical and human characteristics of the environment. The student is expected to:	A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather		Teacher observation of student participation	For second language learners when introducing new concepts including representation, acting out, describing using the senses,		United Streaming: Let's Explore – Down by the Water (20:00) United Streaming: Let's Explore – The Woods

<p>K12 Culture- . The student understands how people learn about themselves through family customs and traditions:</p>	<p><u>Valentine's Day</u> (A) identify family customs and traditions and explain their importance; (B) compare family customs and traditions; and C)) describe customs of the local community.</p>	<p>Celebrate Friendship Traditions</p>	<p>Teacher observation of student participation</p> <p>Student completed project and participation in celebration</p>	<p>concrete objects, non-linguistic representations and hands-on experiences</p> <p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English..</p>	<p>Make a list of the ways that you show people that you care about them.</p> <p>Individual campus celebrations</p>	<p>www.enchantedlearning.com</p>
<p>K.3 History The student understands the concept of chronology. The student is expected to:</p>	<p><u>100th Day Celebration</u> A) place events in chronological order; and B)) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>	<p>Celebrate After Next First Last Before Hundred</p>	<p>Student completed project and participation in celebration</p>	<p>For second language learners when introducing new concepts including representation, acting out, describing using the senses, concrete objects, non-linguistic representations and hands-on experiences</p>	<p>Draw yourself at 100 years of age.</p> <p>Individual campus celebrations</p>	<p>Internet Resources Activboard Lessons (www.prometheanplanet.com) a www.unitedstreaming.com Scholastic's Let's Find Out <u>Miss Bindergarten Celebrates the 100th Day of Kindergarten</u></p>

<p>K7 Economics The student understands the importance of jobs</p>	<p><u>Dental Health</u> (A) identify jobs in the home, school, and community; and (B) explain why people have jobs</p>	<p>Teeth Toothbrush Toothpaste Dental floss Dentist</p>	<p>Student completed project</p>	<p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English..</p>	<p>Class discussion of the role of the dentist and proper dental health.</p>	<p>Colgate.com Scholastic's Lets Find Out United Streaming: How Communities Are Alike and Different (15:00) United Streaming: Neighborhoods: Understanding Where We Live (16:00) United Streaming: Going to School is Your Job (13:04) United Streaming: Play and Discover with Digger and Splat: Jobs People Do (17:31) Related books: Just Going to the Dentist Tooth Trouble Moose's Loose Tooth A Day with Firefighters A Day with Police Officers</p>
<p>K1 History The student understands that holidays are celebrations of special events.</p>	<p><u>President's Day/George Washington</u> A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p>	<p>George Washington White House Authoritative figure</p>	<p>Student completed project</p>	<p>For second language learners when introducing new concepts including representation, acting out, describing using the senses, concrete objects, non-linguistic representations and hands-on experiences</p> <p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English..</p>	<p>Read <u>Arthur Meets The President</u> and complete: "My Book About America" / "Patriotic Pretending"</p> <p>Students will complete the following:: If I were President...</p>	<p>www.unitedstreaming.com www.k12 tlc.com <u>Arthur Meets the President</u>(Marc Brown) and associated Mailbox Activities(June/July 2003) Scholastic's Let's Find Out Patriotic songs</p>

<p>K2 History The student understands how historical figures and ordinary people helped to shape the community, state, and nation</p>	<p><u>Texas/ Texas Independence Day/Stephen F. Austin</u></p> <p>A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>(B) identify ordinary people who have shaped the community.</p>	<p>Texas Texas symbols: bluebonnet, longhorn, mockingbird, pecan tree, armadillo, Alamo, Austin, capitol, flag, star Stephen F. Austin</p>	<p>Student completed project</p>	<p>For second language learners when introducing new concepts including representation, acting out, describing using the senses, concrete objects, non-linguistic representations and hands-on experiences.</p> <p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English..</p>	<p>Class discussion of the contribution of Stephen F. Austin</p> <p>Make a book of Texas symbols</p>	<p>Internet Resources such as; www.enchantedlearning.com Activboard lesson (www.prometheanplanet.com)</p>
<p>K10. Citizenship The student understands important customs, symbols, and celebrations that represent American</p>	<p>(A) identify the flags of the United States and Texas;</p>	<p>Flags Pledge of Allegiance</p>	<p>Student Participation</p>	<p>For second language learners when introducing new concepts including representation, acting out,</p>	<p>Texas flag and the United States flag.</p>	<ul style="list-style-type: none"> • T is Texas by Mary D. Wade • <u>Six Flags of Texas</u>

<p>beliefs and principles and contribute to our national identity.</p>				<p>describing using the senses, concrete objects, non-linguistic representations and hands-on experiences.</p>		
<p>K2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.</p>	<p>Read Across America Day/ Dr. Suess</p>	<p>Dr. Suess</p>	<p>Student participation in celebration.</p>	<p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English.</p>	<p>Read various Dr.Suess books.</p>	<p>Dr. Suess books</p> <p>Internet Resources www.unitedstreaming.com Scholastic's Lets Find Out www.enchantedlearning.com</p>
<p>K15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology</p>						

<p>K3 History. The student understands the concept of chronology</p>	<p>(A) place events in chronological order; and (B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>	<p>After Next First Last Before</p>	<p>Student completed project</p>	<p>For second language learners when introducing new concepts including representation, acting out, describing using the senses, concrete objects, non-linguistic representations and hands-on experiences</p> <p>It is important to activate prior knowledge and use knowledge of reading skills in the native language to transfer skills into English.</p>	<p>Make a timeline of the holidays that have occurred since you began school this year.</p>	<p>Internet Resources</p> <p>Scholastic's Let's Find Out</p> <p>www.unitedstreaming.com</p>
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**2007 - 2008 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **3rd Nine Weeks - (44 days of instruction)**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
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**2009 - 2010 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **4th Nine Weeks - (43 days of instruction)**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
K.6- Economics- The student understands basic needs human needs are met in many ways.	Basic Needs	Shelter				
	(A) Identify basic human needs (B) Explain how basic human needs of food, clothing, and shelter can be met.	Food Water Need	Illustrations Magazine collage of basic needs Take home family project list basic family needs	Visuals	Bubble Map	Magazines www.unitedstreaming.com Difference Between Wants and Needs (16:00) www.unitedstreaming.com Everybody Needs Shelter (13:00) www.unitedstreaming.com Taking Care of our Earth (17:00) www.unitedstreaming.com Peep and the Big Wide World: Spring Thing/Springy Thingy (22:01)
K.5- Geography- The student understands the physical and human characteristics of the environment	Earth Day					
	(A) Identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.	Recycle Resource Environment Appreciate	Students will bring recyclable materials to school Plant a tree Release butterflies	Use of the five senses Hands on experiences	Process and final outcome of recycling Life cycle Journal Entry	guest speaker Songs Finger plays

<p>K.17-Social Studies Skills- The student uses problem-solving and decision making skills, working independently and with others, in variety of settings.</p>	<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; (B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>					<p>Ongoing</p> <p>District Focus-Ecology</p> <ul style="list-style-type: none"> • <u>Armadillo from Amarillo</u> by Lynn Cherry, • <u>Lomax</u> by Dr. Suess, • <u>The Great Kapok Tree</u> by Lynn Cherry, • <u>The Wump World</u> by Bill Peet, • <u>Just a Dream</u> by Chris Wanausburg <p>United Streaming: Let's Explore – Down by the Water (20:00) United Streaming: Let's Explore – The Woods</p> <p>www.unitedstreaming.com Blue Dragon, The; What a Waste (13:00)</p>
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**2008- 2009 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT: **4th Nine Weeks - (43 days of instruction)**
Kindergarten/Social Studies

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
K.12-Culture The student understands how people learn about themselves through family customs and traditions.	Mother's Day (A) identify family customs and traditions and explain their importance. (B) Compare family customs and traditions	Honor Love Respect	Mother's Day Program Mother's Day Project Student Participation	Act out a situation	Journal Entry Poetry writing literature	Music Poems www.enchanted learning.com
	(A) identify authority figures in the home, school, and community (B) explain how authority figures make and enforce rules					
K.9-Government- The student understands the role of authority figures.						

**2008- 2009 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT:
Kindergarten/Social Studies

4th Nine Weeks - (43 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
K.8- Government- The student understands the purpose of rules.	(B) identify rules the provide order, security, and safety in the home and school.	Obey consequence safety security	Role play Puppet theater	Role play		www.unitedstreaming.com Primary Health and Safety:I can be safe (13:00)

**2008 - 2009 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **4th Nine Weeks - (43 days of instruction)**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
K.5- Geography- The student understands the physical and human characteristics of the environment.	<u>Careers/Community Helpers</u> (B) identify the human characteristics of places such as types of houses and ways of earning a living.	Community Career Services Technology Transportation Job	Illustrate what student wants to be when they grow up	Hands on experiences	Career Day	www.unitedstreaming.com Play and Discover with Digger and Splat; Jobs People Do (17:31) www.unitedstreaming.com How our Economy Works: All about Earning and Spending Money (18:00)
	(A) identify jobs in the home , school, and community (B) explain why people have jobs	Employee Volunteer	Students dress up in career attire and parade		Semantic Feature Analysis Chart (Teacher Reading Comprehension Book)	Community Helpers/Guest speakers Field Trip Let's Find our/Weekly reader
K.6- Economics- The student understands that basic human needs are met in many ways	(A) identify basic human needs (B) explain how basic human needs of food, clothing, and shelter can be met					

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**2008 - 2009 Clint Independent School District
Kindergarten Instructional Planning Guide**

GRADE/SUBJECT: Kindergarten/Social Studies **4th Nine Weeks - (43 days of instruction)**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
K.9-Government- The student understands the rules of authority figures.	(A) identify authority figures in the home, school, and community					
K.13-Science, Technology, and Society -The student understands ways technology is used in the home and school	(A) identify examples of technology used in the home and school (B) describe how technology helps accomplish specific task					
K.14- Science, Technology, and Society –The student understands ways in which technology has changed how people live.	(A) describe how his or her life might be different without modern technology (B) list ways in which technology meets people’s needs					

<p>History K-3 The student understands the concept of chronology</p>	<p>End of the Year Celebration</p> <p>(B) use vocabulary related to time and chronology, including before, after, next, first, and last.</p>	<p>Time</p> <p>Before</p> <p>After</p> <p>First</p> <p>last</p>	<p>Review:</p> <p>Timeline Portfolio Journal yearbook</p>		<p>End of the year awards</p> <p>Flow Chart of school events</p>	
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