


[◀ Logout of Mapster](#)[◀ Back to the Home Page](#)Map: **Social Studies - Denise Kern and Danielle Aniano** Grade Level: **K** School Year: **2009-2010**Author: **Island Trees District** District/Building: **Island Trees/Island Trees High School**Created: **08/27/2009** Last Updated: **08/27/2009**This map copied from: **Social Studies - Denise Kern and Danielle Aniano** by **Denise Kern**[<< Printable Version](#)[Add A General Note to This Map >>](#)

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>How am I special?</p> <p>How can I teach the use of nouns about the topic all about me through <u>Spots</u>?</p> <p>What is a friend?</p> <p>How are friends alike and different?</p> <p>What is a family?</p> <p>Who is in your family?</p> <p>How are families alike and different?</p> <p>How do different families celebrate special times?</p> <p>How can I teach onomatopoeia</p>	<p>Culture</p> <p>Myself and Others</p> <p>*My identity includes gender, ethnicity, and languages.</p> <p>*Each person is unique and important.</p> <p>*People are alike and different in many ways.</p> <p>My Family and Other Families</p> <p>*My family and other families are alike and different.</p>	<p>Describe why each person is unique and important.</p> <p>Identify characteristics of friendship, such as sharing and doing things with one another.</p> <p>Identify similarities and differences among people.</p> <p>Identify characteristics of family.</p> <p>Recognize that families may vary in size and composition.</p> <p>Describe roles in family life.</p> <p>Identify family traditions, and explain their importance.</p> <p>Compare celebrations.</p>		<p>SS1-K1-1A</p> <p>SS3-K1-1B</p> <p>SS1-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1A</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K3-1B</p>	

	<p>about the topic all about me through <u>Monster Party</u>?</p> <p>How can I teach the use of speech bubbles about the topic of families through <u>Dinosaur Party</u>?</p> <p>What is a community?</p> <p>How do communities celebrate together?</p> <p>How can I teach the use of repetitive text about the topic community through <u>We Go Out</u>?</p> <p>Why is it important to know directions?</p>		<p>Describe traditions of the local community.</p> <p>Use position words to identify various locations.</p> <p>Vocabulary: <i>friends, family, share, community, celebrate, and different.</i></p>			
Unit 2	<p>Where do people live?</p> <p>What are some different kinds of homes?</p> <p>What is a neighborhood?</p> <p>What things do you see besides houses and apartments in neighborhoods?</p>	<p>Geography</p> <p>My Neighborhood</p> <p>My School and School Community</p> <p>Location Of Home, School, Neighborhood, and Community On Maps and Globes</p>	<p>Recognize that people live in homes</p> <p>Describe different kinds of homes</p> <p>Define a neighborhood</p> <p>Describe the</p>		<p>SS3-K1-1B</p> <p>SS3-K2-1A</p> <p>SS3-K2-1C</p>	

<p>What are some ways people get around their neighborhoods?</p> <p>What are some ways people in a neighborhood help each other?</p> <p>How do I teach sentence structure about the topic of transportation through Going on Vacation?</p> <p>How can I teach sequencing of events about the topic of transportation through Vacations?</p> <p>What is a map?</p> <p>How can you use a map?</p> <p>How can we identify land and water on a map?</p> <p>How would you describe the highest form of land on Earth?</p> <p>What are some bodies of water on Earth?</p> <p>What is a globe?</p> <p>Where on the globe is the</p>		<p>things that are found in a neighborhood</p> <p>Identify different kinds of transportation</p> <p>Describe ways people help one another in a neighborhood</p> <p>Read and construct simple maps(i.e. bedroom, classroom, etc.)</p> <p>Distinguish between land and water on a map</p> <p>Discuss the highest form of land and bodies of water on a map</p> <p>Identify a globe</p> <p>Explain where the north and south pole are on a globe</p> <p>Vocabulary: <i>home, neighborhood, transportation, city/urban,</i></p>				
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	<p>north pole and south pole?</p> <p> guided reading transportation</p>		<p><i>suburban, rural, ocean, rivers, streams, lakes, island, mountains, valley</i></p>		
Unit 3	<p>What is a rule?</p> <p>What rules do you follow at home?</p> <p>What rules do you follow at school?</p> <p>How are rules at home and at school alike and different?</p> <p>Who creates the rules at home?</p> <p>Who creates the rules at school?</p> <p>What happens when people do not follow the rules at home and in school?</p> <p>What is a law?</p> <p>Who creates laws?</p> <p>Who helps you follow laws in your community?</p> <p>What is the Constitution?</p>	<p>Government</p> <p>People Making and Changing Rules and Laws</p> <p>People Making Rules That Involve Consideration of Others and Provide for the Health and Safety of All</p>	<p>Explain purpose of having rules.</p> <p>Identify home rules and classroom rules.</p> <p>Recognize how authority figures make and help people follow rules and laws.</p> <p>Discuss the consequences of not following the rules.</p> <p>Identify laws that provide safety in the community.</p> <p>Identify various community buildings (i.e. hospitals, stores, etc.)</p> <p>Identify various safety signs in the community.</p>	<p>SS5-K2-1C</p> <p>SS5-K3-1C</p> <p>SS5-K3-1F</p> <p>SS5-K4-1D</p>	

			<p>Define the Constitution as a set of laws written many years ago for running the United States.</p> <p><i>Vocabulary: rule, law, safety, consequences, and decisions</i></p>		
Unit 4	<p>What are some symbols of our country?</p> <p>What are the colors of the American Flag?</p> <p>What do the stars and stripes stand for?</p> <p>What is the name of our country that we live in?</p> <p>How many states are in our country?</p>	<p>Citizenship</p> <p>Symbols of Citizenship</p> <p>Rights, Responsibilities, and Roles of Citizenship</p> <p>Holidays: (to be taught in correlation with the monthly calendar)</p> <p>*Labor Day</p>	<p>Identify symbols of our country (American Flag, Statue of Liberty, White House, Pledge of Allegiance, Coins, and Eagle)</p> <p>Identify the colors of the flag and explain the significance of the stars and stripes</p> <p>Identify the name of our country and</p>	<p>SS5-K1-1A</p> <p>SS5-K2-1B</p> <p>SS5-K3-1A</p> <p>SS5-K3-1B</p> <p>SS5-K3-1B</p> <p>SS5-K3-1C</p> <p>SS5-K3-1C</p> <p>SS5-K3-1E</p> <p>SS5-K3-1E</p> <p>SS5-K3-1F</p>	

	<p>What are some choices we make in school?</p> <p>Why do people vote?</p> <p>Why is it important for people to vote?</p>	<ul style="list-style-type: none"> *Columbus Day *Election Day *Veteran's Day *Thanksgiving *Hanukkah *Christmas *Ramadan *Kwanzaa *Diwali *Martin Luther King Day *Chinese New Year *President's Day *Valentine's Day *St. Patrick's Day *Passover/Easter *Earth Day *Cinco de Mayo *Mother's Day *Father's Day 	<p>recall the number of states</p> <p>Identify voting as a way to express ideas and help make choices</p> <p>Vocabulary:</p> <p><i>flag</i></p> <p><i>United States</i></p> <p><i>vote</i></p> <p><i>symbol</i></p> <p><i>Statue of Liberty</i></p>		
Unit 5	<p>What are some needs that all people have?</p> <p>What are some wants that people might have?</p> <p>How do trees, animals, and plants help us</p>	<p>Economics</p> <p>Basic human needs and wants</p> <p>People helping one another to</p>	<p>Identify needs that all people have.</p> <p>Identify some wants that people may have.</p>		<p>SS4-K1-1A</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1B</p> <p>SS4-K2-1D</p>

	<p>meet our needs?</p> <p>Who are some workers in our community who make goods?</p> <p>Who are some workers in our community who provide people with services?</p> <p>Why do people spend money?</p> <p>Why do people save money?</p>	<p>meet needs and wants (i.e. recycling and conservation projects)</p>	<p>Explain how basic needs for food, clothing, and place to live can be met.</p> <p>Identify jobs that provide goods and services.</p> <p>Understand that people exchange money for goods.</p> <p>Recognize that people save money.</p> <p><i>Vocabulary: job, needs, wants, money, product, goods, services, save, and spend</i></p>			
Unit 6	<p>How have you changed since you were a baby?</p> <p>What are some things that you can do now that you couldn't do when you were two?</p> <p>What are some ways people and animals change over time?</p> <p>What are some words that we</p>	<p>History: Things Change</p> <p>Then and Now</p> <p>Using Calendars</p> <p>Places Change</p> <p>Machines and Inventions</p>	<p>Demonstrate an understanding of the concept of history.</p> <p>Describe the purpose of calendars.</p> <p>Demonstrate an understanding of time sequence.</p> <p>Describe how places, animals, people and</p>		<p>SS1-K2-1D</p> <p>SS1-K4-1A</p> <p>SS2-K2-1A</p> <p>SS2-K2-1C</p> <p>SS1-K2-1C</p>	

<p>can use when we are talking about things over time?</p> <p>What is history?</p> <p>What can you use to tell the days of the week?</p> <p>What information does a calendar give you?</p> <p>What is one way places can be different today then they were long ago?</p> <p>How do machines and inventions help people?</p> <p>What machines and inventions help you and your family do chores at home?</p> <p>How can you show the order in which things happen over time?</p>	<p>Using Time Lines</p>	<p>things may change over time.</p> <p>Identify how machines and inventions change how people do things.</p> <p>Describe how life might be different without modern machines and inventions.</p> <p>Discuss the purpose of a timeline.</p> <p>Vocabulary:</p> <p><i>then, now, time, past, present, future</i></p>			
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Unit 7						
Unit 8						
Unit 9						

Unit 10							
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Key to Standards used in this Map

SS1-K1-1A [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. [Elementary]

SS1-K1-1C [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1C - explain those values, practices, and traditions that unite all Americans. [Elementary]

SS1-K2-1B [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - gather and organize information about the traditions transmitted by various groups living in their neighborhood and community. [Elementary]

SS1-K2-1C [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - recognize how traditions and practices were passed from one generation to the next. [Elementary]

SS1-K2-1D [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - distinguish between near and distant past and interpret simple timelines. [Elementary]

SS1-K3-1B [1 occurrence] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious. [Elementary]

SS1-K4-1A [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - consider different interpretations of key events and/or issues in history and understand the differences in these accounts. [Elementary]

SS2-K2-1A [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between past, present, and future time periods. [Elementary]

SS2-K2-1C [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points. [Elementary]

SS3-K1-1B [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]

SS3-K1-1D [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) [Elementary]

SS3-K2-1A [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - ask geographic questions about where places are located; why they are located where they are; what is important about their location of other people and places. [Elementary]

SS3-K2-1C [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. [Elementary]

SS4-K1-1A [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. [Elementary]

SS4-K1-1E [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?. [Elementary]

SS4-K1-1F [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1F - investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. [Elementary]

SS4-K2-1B [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. [Elementary]

SS4-K2-1D [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - present economic information by developing charts, tables, diagrams, and simple graphs. [Elementary]

SS5-K1-1A [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]

SS5-K2-1B [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1B - understand the basic civil values that are the foundation of American constitutional democracy. [Elementary]

SS5-K2-1C [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - know what the United States Constitution is and why it is important. [Elementary]

SS5-K3-1A [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]

SS5-K3-1B [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - examine what it means to be a good citizen in the classroom, school, home, and community. [Elementary]

SS5-K3-1C [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - identify and describe the rules and responsibilities students have at home, in the classroom, and at school. [Elementary]

SS5-K3-1E [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1E - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service or course of action. [Elementary]

SS5-K3-1F [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1F - identify basic rights that students have and those that they will acquire as they age. [Elementary]

SS5-K4-1D [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - evaluate the consequences for each alternative solution or course of action. [Elementary]

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