

Correlation of

DoDEA SOCIAL STUDIES STANDARDS

AND

ADVENTURES IN TIME AND PLACE

Pre K - Kindergarten

McGraw-Hill

School Division

Pre K—Kindergarten

Self

SS1—Citizenship

- Identify examples of good citizenship.

Kindergarten

Unit 1, Citizenship, Getting Along, Big Book Pages 16-17

Recognize problems children face in getting along.

Determine ways to solve problems.

Understand that children have choices.

Activities:

- p. 31: Make a Partner Picture (Art)—Make a whole picture of a clown by finding a partner with a matching half.
- p. 34: Make Music Together (Music/Art)—Make and play different instruments together.
- p. 34: Create a Group Collage (Art)—Write names on index cards and a picture each from a magazine for a class collage.

Unit 3, Citizenship, Helping Animals, Big Book Pages 14-15

Recognize that all people can help and care for wildlife.

Recognize that people can take responsibility and make a difference.

Activities:

- p. 107: Make an Animal Poster (Art)—Draw a picture of a pet or favorite animal. Discuss the care of animals.
- p. 110: Make Juice-Can Holders (Art/Science)—Cut down on trash that harms wildlife by using recycled items.
- p. 110: Make a Peanut-Butter Bird Feeder (Science)—Help birds by putting up bird feeders.

- Work with a partner.
- Participate in a sharing experience.
- Use compromise as one way to cooperate.

Kindergarten

Unit 1, Lesson 2: Our Busy Classroom, Big Book Pages 8-9

Identify kindergarten activities that take place during a typical day.

Identify activities that involve working together.

Identify activities that can be done alone.

Activities:

- p. 15: Make Busy-Bee Pendants (Art)—Make pendants that remind children how they work busily in the classroom.
- p. 18: Make an Eye Chart (Science)—Draw something done in the classroom with eyes.

Unit 1, Citizenship, Getting Along, Big Book Pages 16-17

Recognize problems children face in getting along.

Determine ways to solve problems.

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Activities:

- p. 31: Make a Partner Picture (Art)—Make a whole picture of a clown by finding a partner with a matching half.
- p. 34: Make Music Together (Music/Art)—Make and play different instruments together.
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- Recognize the flag as a symbol of the United States.

Kindergarten

Unit 4, Lesson 2: This Is Our Flag, Big Book Pages 6-7

Identify and say the Pledge of Allegiance.

Recognize the American flag as a symbol of the United States.

Activities:

- p. 131: Make Flag and Star Stickers (Art)—Color the flag and stars. Decorate folders, binders or other items.
- p. 134: Make a Class Flag (Art)—Make class flags that symbolize something special about the class.
- p. 134: Parade to Songs About Our Flag (Music)—Sing patriotic songs in a classroom parade.

SS2—Culture

- Identify various family structures (e.g., extended families, changing families).
- Define and use vocabulary appropriate to the family structure.

Kindergarten

Unit 2, Lesson 1: Our Special Families, Big Book Pages 4-5

Recognize that families vary in size and in composition.

Recognize that families change.

Realize that each of us part of a family.

Activities:

- p. 47: Draw a Special Group (Art)—Draw a group to which each student belongs.
- p. 50: Make Family Circles (Art)—Make family circle chains.
- p. 50: Chart Family Sizes (Math)—Work together to make charts to show the sizes of families.

Unit 2, Around the World, Families are Everywhere, Big Book Pages 10-11

Recognize that families live in many countries.

Identify activities of families in other countries.

Compare and contrast families and activities in other countries.

Activities:

- p. 59: Write a Postcard (Art)—Identify activities children do with families.
- p. 62: Try Fruit Around the World (Home Ec.)—Identify pictures or actual fruits and show on the globe where they are grown.
- p. 62: Sing “Frere Jacques” (Music)—Sing a song in English and in French which other children sing around the world.
- Identify various types of shelters, food, and clothing.

Kindergarten**Unit 2, Lesson 5: Needs and Wants, Big Book Pages 14-15**

Identify food, clothing, shelter, and love as the four basic needs of families.
Understand that families make and buy some of their needs.
Recognize that wants are not necessary for people to live.
Distinguish between needs and wants.

Activities:

- p. 67: Make a Piggy Bank (Math)—Identify, count and sort play money.
- p. 70: Make Cards That Hug (Art)—Make greeting cards for people we care about.
- p. 70: Shop in Our General Store (Math/Drama)—Play “store,” telling if an item is a *need* or a *want*, its price, and cost.
- Describe customs of specific holiday celebrations.

Kindergarten**Unit 5, Lesson 1: Columbus Day, Big Book Pages 4-5**

Recognize that on Columbus Day people remember Christopher Columbus and his voyage to the Americas.
Define Holiday as "a special day."
Identify the Taino as Native Americans who were living in the place where Columbus landed.
Recognize that the arrival of Columbus in the Americas changed the way of life for many people.

Activities:

- p. 163: Make a Three-Ship Collage (Art)—Make a collage of Columbus’ ships at sea.
- p. 166: Make Soap Ships (Art)—Sail ships with sails like that used by Columbus on his voyage.
- p. 166: Make Taino Pottery (Art)—Make Taino “pottery” used for carrying water when cooking.

Unit 5, Lesson 2: A Day of Thanks, Big Book Pages 6-7

Identify Thanksgiving Day as a holiday on which Americans give thanks.
Identify the Wampanoag who helped the Pilgrims and share the feast of Thanksgiving with them.
Compare Thanksgiving long ago with present-day celebrations.

Activities:

- p. 167: Write a Thank-You Note (Language Arts)—Draw pictures on thank you cards to special someones.
- p. 170: Make a Turkey Cup (Art)—Observe Thanksgiving by making a turkey cup.
- p. 170: Make Thanksgiving-Day Place Mats (Art)—Create placemats to be used at Thanksgiving-Day meals.

Unit 5, Lesson 3: Martin Luther King, Jr., Day, Big Book Pages 10-11

Recognize that we honor Martin Luther King, Jr., on the holiday, Martin Luther King, Jr., Day.

Recognize that Martin Luther King, Jr., worked to make rules and laws more fair for all Americans.

Locate Martin Luther King, Jr., Day on a calendar.

Activities:

- p. 175: Make Memory Medals (Art)—Make Martin Luther King Jr. medals with pictures of dreams for a better world on the back.
- p. 178: Make Peace Doves (Art)—Make doves to remember that Martin Luther King Jr. was a man of peace.
- p. 178: Make a Friendship Wreath (Art)—Trace each other's hands in different skin tones to form a wreath to honor Martin Luther King Jr.'s dream of friendship among people.

Unit 5, Lesson 4: Presidents' Day, Big Book Pages 12-13

Recognize Presidents' Day as a holiday that honors both George Washington and Abraham Lincoln.

Identify George Washington and Abraham Lincoln as two of our country's Presidents.

Locate Presidents' Day on a calendar.

Activities:

- p. 179: Make "Special American" Cards (Language Arts/Art)—Make coin rubbings and compare the pictures to silhouettes of the Presidents.
- p. 182: Make a Tricorn Hat (Art/Music)—Celebrate Presidents' Day by making a tricorn hat such as worn by George Washington.
- p. 182: Make a Stovepipe Hat (Art)—Celebrate Presidents' Day by making a stovepipe hat such as worn by Abraham Lincoln.

Unit 5, Lesson 5: Happy Birthday, U.S.A.!, Big Book Pages 18-19 (TE: 193)

Recognize that Independence Day is our country's birthday.

Recognize that the term "Fourth of July" is another name for Independence Day.

Identify ways Americans celebrate Independence Day.

Locate the Fourth of July on a calendar.

Activities:

- p. 191: Make Lemonade (Art)—Learn how to follow a recipe for a holiday celebration.
- p. 194: Make a Fourth-of-July Sash (Art)—Make and wear patriotic sashes to celebrate the Fourth of July.

- p. 194: Paint Firework Designs (Art)—Make fireworks designs to understand the symbols of the Fourth of July.

SS3—Time, Continuity, and Change

- Identify personal information about oneself.

Kindergarten

Unit 1, Lesson 1: Meeting Our Class, Big Book Pages 6-7

Understand that we can learn about others in school.

Recognize that each person is special.

Identify that people have varied interests and talents.

Activities:

- p. 11: Make a Teddy-Bear Class (Art)—Make Teddy-Bears out of paper plates to realize that people have favorite

colors that make them special.

- p. 14: Sing “Teddy Bear, Teddy Bear” (Music/Movement)—Practice word recognition and review the things that

are done at school.

- p. 14: Make a Class Jigsaw Puzzle (Art)—Work together to make a class portrait.

- Recognize people from different times and places.

Kindergarten

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Define Holiday as "a special day."

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- p. 194: Paint Firework Designs (Art)—Make fireworks designs to understand the symbols of the Fourth of July.
- Sequence the events of a daily routine.

Kindergarten**Unit 1, Lesson 2: Our Busy Classroom, Big Book Pages 8-9**

Identify kindergarten activities that take place during a typical day.
Identify activities that involve working together.

Activities:

- p. 15: Make Busy-Bee Pendants (Art)—Make pendants that remind children how they work busily in the classroom.
- p. 18: Make an Eye Chart (Science)—Draw something done in the classroom with eyes.

Unit 4, Thinking Skills, Putting Things in Order, Big Book Pages 8-9

Use number order.
Identify the order of pictures to show a sequence.
Use the words *first*, *next*, and *last* to put pictures in order.
Identify and read hourly times.

Activities:

- p. 135: Connect the Dots (Math)—Understand the order and sequence of numbers.
- p. 138: Make an “Ants on a Log” (Home Ec.)—Use a set of directions to make a snack.
- p. 138: Make a Class Schedule (Art/Math)—Draw pictures of daily activities in order by time.

SS4—Space and Place

- Describe how maps show where people live.
- Recognize that a globe is a model of the earth.
- Use a globe to describe features of the earth.
- Compare/contrast relative location of people, places, and things.

Kindergarten**Unit 1, Geography Skills, Finding Where Things Are, Big Book Pages 10-11**

Distinguish between right and left.
Use position words *above*, *below*, *inside*, *outside*, *in front of*, *behind*, *top*, *middle*, and *bottom* to identify the location of things.

Activities:

- p. 19: Make Left and Right Signs (Art)—Color and cut our left/right arrows to hold in the appropriate hand.
- p. 22: Play “Hide-and-Seek” (Language Arts)—Give direction words to find objects.

- p. 22: Sing “Hokey Pokey” (Music/Movement)—Practice left and right while following the words to a song.

Unit 1, Geography Skills, Looking at Maps, Big Book Pages 12-13

Locate rooms and hallways on a model and a map of a school.

Recognize that a map is a drawing of a place.

Trace routes on a map.

Identify different school workers.

Activities:

- p. 23: Make a Hand Map (Art)—Draw and label the parts of a hand to show how a map is a model of something.
- p. 26: Make a Classroom Map (Art)—Make an oaktag representation of the classroom.
- p. 26: Create a Neighborhood on a Floor Map (Art)—Practice using directions on a 3-D map of the neighborhood.

Unit 2, Lesson 2: Where Families Live, Big Book Pages 6-7

Recognize that families live in many kinds of homes.

Recognize the reasons that families live in homes.

Identify that a neighborhood is a place where families live.

Recognize that homes have addresses.

Activities:

- p. 51: Find Homes for Animals (Art)—Match the colored pictures of animals to their homes.
- p. 54: Make Pocket Homes (Art)—Recognize that homes have addresses.
- p. 54: Building Homes and Addresses (Art)—Identify types of homes and addresses.

Unit 3, Lesson 2: Around the City, Big Book Pages 8-9

Recognize that cities are made up of many different neighborhoods.

Identify common forms of transportation, homes, building, and places of interest in cities.

Recognize that people live, work, and have fun in cities.

Activities:

- p. 95: Make a Bus (Music)—Learn about forms of transportation in the city.
- p. 98: Build a Floor-Map City (Art)—Build a 3-D map of the city to explore things found in the neighborhood.
- p. 98: Paint a City Mural (Art/Language Arts)—Make murals of city neighborhoods.

Unit 4, Lesson 1: This Is Our Country, Big Book Pages 4-5

Recognize the name and shape of the United States of America.

Recognize the name and shape of one's own state.

Identify the United States as the country in which we live.

Identify the people who live in the United States as Americans.

Activities:

- p. 127: Make a Map of the United States (Art)—Make a map to learn about the United States of America as a country.
- p. 130: Make a State Symbol (Art)—Make a bulletin board of state symbols.

p. 130: Make a State Map (Art)—Make a state map and become familiar with the shape.

Unit 4, Lesson 3: Looking at Land and Water, Big Book Pages 10-11

Recognize that Earth is a planet in space.

Recognize that Earth is made up of land and water.

Recognize that a globe is a model of Earth.

Identify land and water on a globe.

Activities:

p. 139: Make a Land-and-Water Chart (Art)—Match people, activities, and things to land and water environments.

p. 142: Sail Around the World (Art)—Identify water and land on a globe.

p. 142: Make Clay Models of Land and Water (Art)—Examine different landforms and bodies of water.

Unit 4, Around the World, Our Great Big World, Big Book Pages 12-13

Recognize that people, plants, and animals live on Earth.

Recognize that the world is made up of continents and oceans.

Identify North America as the continent on which we live.

Activities:

p. 143: Make a Map of Earth (Art)—Practice identifying land and water on a globe.

p. 146: Display Animals of the World (Art)—Make a display of animals from around the world.

p. 146: Play “Cat and Lynx” (Physical Education)—Play a chasing game that originated in southern Africa.

SS5—Individual Development and Identity

- Recognize and describe feelings.
- Exhibit friendliness, thoughtfulness and helpfulness.
- Demonstrate self-control.
- Show respect and concern for the rights of others.

Kindergarten

Unit 1, Lesson 3: School Rules, Big Book Pages 14-15

Recognize the need and importance of rules in and around school.

Understand the consequences of not following school rules.

Activities:

p. 27: Make a Safety Badge (Art/Drama)—Act out a familiar rule.

p. 30: Make a Traffic Light (Art)—Color a traffic light and practice *caution*, *stop*, or *go*.

p. 30: Play by the Rules (Movement)—Discuss the importance of rules, then play “Simon Says.”

Unit 1, Citizenship, Working Together, Big Book Pages 16-17

Recognize problems children face in working together.

Determine ways to solve problems.

Understand that children have choices.

Activities:

- p. 31: Make a Partner Picture (Art)—Make a whole picture of a clown by finding a partner with a matching half.
- p. 34: Make Music Together (Music/Art)—Make and play different instruments together.
- p. 34: Create a Group Collage (Art)—Write names on index cards and a picture each from a magazine for a class collage.

Unit 2, Lesson 3: Together as a Family, Big Book Pages 8-9

Recognize that family members work together.

Recognize that families have rules.

Activities:

- p. 55: Make a Chart (Math)—Identify and chart activities done alone and those performed with others in groups.
- p. 58: Make Helping Handprints (Art)—Recognize ways children can help at home.
- p. 58: Sing a Helping Song (Music/Movement)—Sing about the ways children can help their families.

SS6—Individuals, Groups, and Institutions

- Explain the need for rules.
- Recognize the need for authority.

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- Identify community helpers and their roles.

Unit 2, Lesson 4: At Work, Big Book Pages 12-13

Identify different types of jobs.

Recognize that by working, people earn money.

Associate tools, uniforms, and vehicles with appropriate workers.

Activities:

- p. 63: Make a Worker Puppet (Drama/Art)—Make different types of worker puppets.
- p. 66: Make a Worker's Alphabet Book (Language Arts)—Represent different types of jobs and practice the alphabet.
- p. 66: Use Worker Play-Kits (Drama)—Role-play different occupations.

- Participate in walks or trips to places in the community and relate what has been seen.

The objective is supported in every level of the program. Students using *Adventures in Time and Place* build thinking skills which empower them to achieve greater comprehension of social studies content. The structure of each skills lesson as well as the program's thinking skills scope and sequence work toward this end. Through integrated content, clear instructional models, and plenty of application and review opportunities, *Adventures in Time and Place* helps create "thinking citizens" in today's classrooms. In addition, a variety of literature from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," "Point/Counterpoint" and "Many Voices" introduce students to songs, stories, biographies, and public issues.

SS7—Production, Distribution, and Consumption

- Distinguish between wants and needs.
- Participate in activities that require division of jobs.
- Identify uses of money.

Kindergarten

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Unit 2, Lesson 5: Needs and Wants, Big Book Pages 14-15

Identify food, clothing, shelter, and love as the four basic needs of families.

Understand that families make and buy some of their needs.

Recognize that wants are not necessary for people to live.

Distinguish between needs and wants.

Activities:

- p. 67: Make a Piggy Bank (Math)—Identify, count and sort play money.
- p. 70: Make Cards That Hug (Art)—Make greeting cards for people we care about.
- p. 70: Shop in Our General Store (Math/Drama)—Play “store,” telling if an item is a *need* or a *want*, its price, and cost.

Unit 3, Lesson 3: On the Farm, Big Book Pages 10-11

Identify common elements of farms including animals, crops, workers, buildings, and machines.

Identify foods grown and animals raised on farms.

Recognize that farms provide us with many of our needs.

Activities:

- p. 99: Make Animal Puppets (Art/Science)—Identify different animals and the sounds they make.
- p. 102: Grow a Garden from Seeds (Science)—Show how some farm crops grow from seeds.
- p. 102: Make a Farm Scene (Art)—Make buildings and animals found on a farm.

Unit 3, Lesson 4: Down by the Water, Big Book Pages 12-13

Identify common sites and activities at the shore.

Recognize that people live, work, and play near water.

Recognize that plants, fish, and other marine life live in and near the water.

Activities:

- p. 103: Explore the Water: (Art/Science)—Explore different aspects of water.
- p. 106: Make Egg-Carton Lobsters (Art/Science)—Recognize some of the creatures that live underwater.
- p. 106: Paint Under-the-Sea Posters (Art)—Draw and color different kinds of underwater creatures.

Unit 3, Lesson 5: In the Woods, big Book Pages 16-17

Recognize that woods are home to many kinds of plants and animals.

Recognize that woods provide jobs and products.

Identify recreational activities associated with woods.

Activities:

- p. 111: Make a Turtle (Art/Science)—Color and cut out a turtle as an example of a woodland animal.
- p. 114: Make Butterfly Mobiles (Art)—Make tissue paper butterflies as examples of woodland animals.
- p. 114: Make a Class Forest (Art)—Show that many trees make a forest.

SS8—Power, Authority and Governance

- Explain rights and responsibilities of students.
- Identify rules that provide order, security, and safety in home and school.
- Describe consequences of breaking rules.

Kindergarten

Unit 1, Lesson 3: School Rules, Big Book Pages 14-15

Recognize the need and importance of rules in and around school.

Understand the consequences of not following school rules.

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SS9—Science, Technology, and Society

- Recycle, reduce, reuse.
- Explore the uses of technology.

Kindergarten

Unit 4, Lesson 4: Caring for Earth, Big Book Pages 14-15

Develop a responsible role in taking care of Earth.

Distinguish between things in nature and things made by people.

Identify recyclable items and carry out a recycling project.

Define and identify litter.

Activities:

- p. 147: Make a Paper Keeper (Art)—Learn about recycling in the classroom.
- p. 150: Perform a Clean Water Test (Science)—Discover differences in water samples.
- p. 150: Make Bird Feeders (Art/Science)—Recycle half-gallon milk and juice cartons into bird feeders.

SS10—Global Connections

- Develop friendships with people of varying backgrounds.
- Develop and use skills to communicate with individuals and groups.
- Participate in activities with people from diverse backgrounds.

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