Kindergarten

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

-Students will be given a time in history and they will act out some part of everyday life then. The class

will act along and try to figure out which time period was given.

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

-Students will mill about the classroom until the teacher gives a cue(near/far, above/below, left/right, behind/in front, ect) and an object. After the cue is given students will either use a partner or a classroom object to demonstrate the cue. Example: Below a desk, Behind a chair, ect.

K.4 The student will use simple maps and globes to

c) locate land and water features.

-If a World map is available on the school playground, the teacher will have students stand to the side of the map. The teacher can name a continent, ocean, or simply say land or water. The students will then run and stand on the appropriate spot on the map. To make it more challenging, the teacher could call out specific locomotor skills that the students must use.

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

-The students will be in small groups of four and play a simple game of charades. Each student will get a turn to act out a certain occupation, while the rest of the group does a stationary exercise while watching and trying to guess.

K.7 The student will

a) recognize that people make choices because they cannot have everything they want;

b) explain that people work to earn money to buy the things they want.

-The teacher will make a poster of certain exercises that earn them a certain amount of play money. Once the student feels they have enough money they may go to the 'store' and choose something to purchase.

1st Grade

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

-A game of charades will be played where one student acts out the American leaders story while the others follow along and guess.

1.4 The student will develop map skills by

b) using cardinal directions on maps;

-Each wall in the classroom will be labeled with North, South, East, and West. The teacher will say a state and depending upon where the students believe the state to be, they will go to the matching wall.

1.4 The student will develop map skills by

c) identifying the shapes of the United States and Virginia on maps and globes

-The students will play follow the leader as the teacher traces out the shape of the US as well as VA. The teacher will perform various locomotor skills while tracing the shapes for the students to mimic.

1.4 The student will develop map skills by

d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map

-The students will scattered across the blacktop and told a specific locomotor skill that they must use to get to whichever city the teacher calls out with the locomotor skill.

1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

-Each student will create a simple map that leads to a certain spot in the playground area. Once complete the students will swap and complete each other's maps.