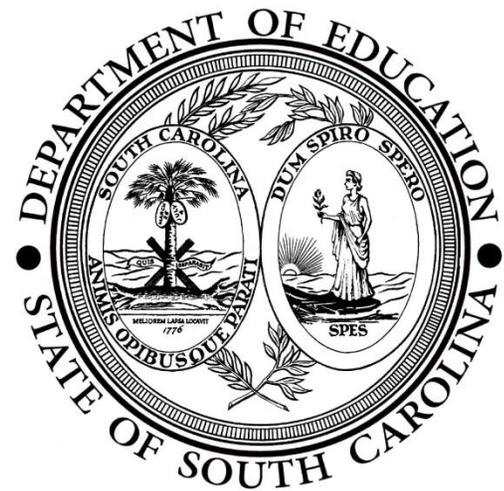


# Kindergarten Mapping

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



<b>Kindergarten, Mapping</b>
This lesson is based on mapping skills. The purpose of this lesson is to help familiarize kindergarten students with a map. Furthermore, students will become familiar with the location of National Register of Historic Places in their community. This lesson will help students connect to the Profile of the South Carolina Graduate by becoming aware of a global perspective within their own community. They will also use critical thinking skills to think about where they may have seen the historical place before placing it on a map with their teacher. This lesson is designed for 3 days, or a total of approximately 90 minutes.
<b>Standard(s) and/or Indicator(s)</b>
There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.
<b>Targeted:</b>
<b>Standard K-1: The student will demonstrate an understanding of his or her surroundings.</b>
K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.
K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.
<b>Embedded:</b>
<b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives</b>
Indicator: 2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
<b>“I Can” Statements</b>
“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).
<i>Day 1:</i> I can explore a map and make personal connections to my community.
<i>Day 2:</i> I can recognize my community and resources within my community.
<i>Day 3:</i> I can name a historic place in my community.
<b>Essential Question(s)</b>
This is a <b>suggested</b> essential question that will help guide student inquiry.

How can I, as an exploratory learner, make connections to my community through places on the National Historic Register of Places?

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Map
- Community
- Historical

### **Prior Knowledge**

This is the first school experience students have had with maps, and community historical places.

### **Subsequent Knowledge**

Mapping will be addressed all throughout the standards moving ahead in South Carolina social studies.

### **Potential Instructional Strategies**

**Day 1 “I Can” Statement: I can explore a map and make personal connections to my community.**

**Note to teacher:** For day 3, using the following resource, find the register of historic places for your county

<http://www.nationalregister.sc.gov/>

**Introduction:** Day 1, 30 minutes. Show students the map of South Carolina Counties, and point out your county on the map

[https://www2.census.gov/geo/maps/general\\_ref/stco\\_outline/cen2k\\_pgsz/stco\\_SC.pdf](https://www2.census.gov/geo/maps/general_ref/stco_outline/cen2k_pgsz/stco_SC.pdf) . Using this website

<https://www.sciway.net/maps/cnty/> choose your county to show the cities map. Use <http://www.areavibes.com/sc/> and scroll down to the “All South Carolina Cities” and choose your city. Scroll down to the adjustable map, and zoom in on your city to show the streets. Use this opportunity to talk about what a map is, and what it shows.

**Day 2 “I Can” Statement: I can recognize my community and resources within my community.**

**Activity:** Day 2, 30 minutes. Working as a class, make a “map” of your immediate community. Label streets, and some restaurants, schools, banks, or other community resources. Talk about what a community is, and what makes it. Keep map for day 3 activity.

**Day 3 “I Can” Statement: I can name a historic place in my community.**

**Activity:** Day 3, 30 minutes. Using the link above for national registry information, pull up the register of historic places for your county. Explore the places by looking at photos, and facilitating reading of the descriptions. Discuss what the places are known for, and map their location on the map from yesterday. Talk about what the meaning of “historic” is, and why it is important.

**Potential Assessment Task**

Day 1: *Give students the words: state, county, city. Ask them to work with a partner/table groups to discuss what each word represents, then order from largest to smallest. Students should know what state, county, and city they reside in. To represent the largest, draw a large circle, draw a smaller circle inside the large circle, then draw one more circle inside that one. Label each to represent the state, county, and city.*

Day 2: *Students can define the word community. Students should also be able to tell what stores, or restaurants are in their community that they use. Students can draw a picture of the community.*

Day 3: *Students should be able to tell why a place is labeled as “historic.” Students should draw a picture of a historic building they learned about, and write a sentence (with teacher facilitation) about that place.*

**Resources**

Areavibes. (n.d.). *Living in Manning, SC - Manning Livability Score*. Retrieved from <http://www.areavibes.com/manning-sc/livability/>

*National Register Sites in South Carolina*. (n.d.). Retrieved from <http://www.nationalregister.sc.gov/>

SC Counties Map, (n.d.). Retrieved from [https://www2.census.gov/geo/maps/general\\_ref/stco\\_outline/cen2k\\_pgsz/stco\\_SC.pdf](https://www2.census.gov/geo/maps/general_ref/stco_outline/cen2k_pgsz/stco_SC.pdf)

*South Carolina - Detailed County Maps*. (n.d.). Retrieved from <https://www.sciway.net/maps/cnty/>