Kindergarten Curriculum Overview

Our Community: Past and Present

The Geography of our Community

Our Community

Our Neighborhood Community

Our Classroom Community
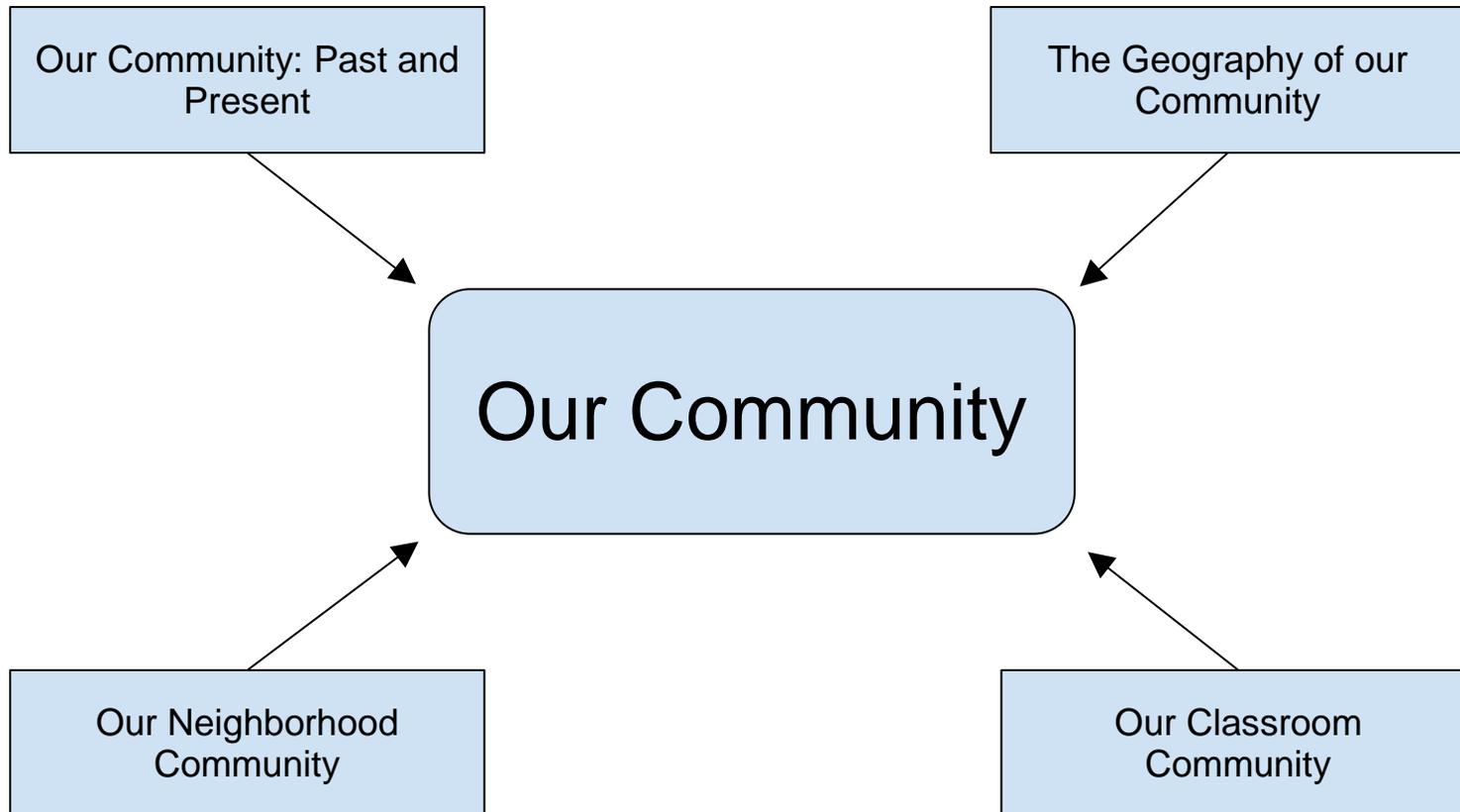
Concepts
ACPS Concepts with Essential Standards for Grades PK-2

1. Conflict & Cooperation
   Recognize examples of cooperation and conflict

2. Innovation & Change
   Recognize that innovations cause change

3. Choice & Consequence
   Understand that the choices people make have consequences

4. Patterns & Relationships
   Recognize patterns such as similarities and differences and relationships such as the influence of the past on the present

5. Systems: Economic, Social, Geographic, & Political/Civic
   Economic: Recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants

   Social: Understand that a group or country's guiding principles are reflected in commonly used symbols and individuals whose contributions are seen as significant

   Geographic: Understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive

   Political: Understand that citizens take responsibility for their own actions as a member of a community

Habits of Mind:
ACPS History and Social Science Processes with Essential Standards for Grades PK-2

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research
   Identify similarities and differences between people, events, or places

2. Multiple Perspectives
   Recognize important people from various time periods in history and their contributions

3. Sources & Historic Record
   Recognize that multiple sources can be used to gather information on a topic

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
   Recognize that information can be gained from a variety of sources

2. Analytical Writing
   Label visual content and write multiple sentences to describe a topic. Be able to convey understanding of a topic through writing and labeling.

3. Critical Reading
   Reconstruct or summarize the literal meaning of a historical passage describing an event or person

4. Public Speaking and Presenting
   Participate in a class or small group discussion on a topic

Our Classroom Community

Standards:	Lifelong-Learner Standards
Content/Skill Standards:	Demonstrate ethical behavior and respect for diversity through daily actions and decision-making.

Standards:

Content/Skill Standards:

K.10 The student will demonstrate that being a good citizen involves
a) taking turns and sharing;
b) taking responsibility for certain classroom chores;
c) taking care of personal belongings and respecting what belongs to others;
d) following rules and understanding the consequence of breaking rules;
e) practicing honesty, self-control, and kindness to others;
f) participating in decision making in the classroom; and
g) participating successfully in group settings.

K.1
d) asking appropriate questions to solve a problem;
i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.

Enduring Understanding(s)	Essential Questions
Good citizens work together and respect ideas and feelings of others.	How can I be a good citizen? Why should I be a good citizen? How do my actions make others feel?

	Knowledge *What do my students need to know?*	**Skills** *What do my students need to be able to do?*
	Vocabulary: Community- a place where people live, work, and play. Ex. classroom community Citizen Responsibility Participate Diversity (traits, cultures, and ideas) Respect ● Take turns ● Share materials ● Follow classroom rules	Demonstrate qualities of a good citizen. For example: ● *Taking turns* ● *Sharing* ● *Completing classroom assignments* ● *Taking care of one's things* ● *Respecting what belongs to others* ● *Being honest* ● *Practicing self-control* ● *Being kind to others* ● *Participating in making classroom decisions* ● *Working well with classmates in a group* ● *Being responsible for classroom jobs* Understanding good and bad consequences

Assessment Evidence

How will I know if they can do "it"?

 Assessments:
(tests, performance tasks, projects, papers etc)

Learning Plan

Summary of Key Learning Events and Instruction:	**Resources:** (digital, print, adopted, etc.)

Our Neighborhood Community

Standards:
Content/Skill Standards:

K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

K.8 The student will match simple descriptions of work that people do with the names of those jobs.

K.9 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.

K.1
h) using a decision- making model to make informed decisions.
i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.
j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Lifelong-Learner Standards

Seek, recognize, and understand systems, patterns, themes, and interactions.

Enduring Understandings	*Essential Questions*
Citizens work together for the good of their community.	Why are community helpers important? How can you contribute to your local community? How do you make choices about what you want and need? How does where we live affect how we live?

	Knowledge *What do my students need to know?*	*Skills* *What do my students need to be able to do?*
	The main geographical elements of Albemarle County (country vs. city, mountains, farmland, etc.) The community helpers in our community. Tools are used to help people do their jobs. People work to earn money to buy the things they need and want. *Vocabulary* *Neighborhood* *Community Helpers (ie. fire fighter, teacher, dentist, mayor, doctor, nurse, etc.)* *Environment (physical surroundings)* *Location* *Climate* *Transportation* *Season* *Wants* *Needs* *Earn*	Describe how geography affects our community. Identify community helpers, their roles, and the tools they use. Evaluate something as a want or need using a decision-making model.

Assessment Evidence
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Learning Plan

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Framework Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe

Our Community: Past and Present

Standards:
Content/Skill Standards:

K.2 The student will recognize that history describes events and people from other times and places by
a) identifying examples of historical events, stories, and legends that describe the development of the local community; and
b) identifying people who helped establish and lead the local community over time.

K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

K.5 The student will use simple maps and globes to
b) describe places referenced in historical events, stories, and real-life situations.

K.11 The student will develop an understanding of how communities express patriotism through events and symbols by
a) recognizing the American flag;
b) recognizing the Pledge of Allegiance;
c) knowing that the president is the leader of the United States; and
d) recognizing the holidays and the people associated with the holidays

Lifelong-Learner Standards

Gather, organize and analyze data; evaluate processes and products; and draw conclusions.

Enduring Understandings

Stories told about our past describe our community's history.

Our community's history teaches us about people, places, things from long ago.

People's contributions change communities.

Our community expresses patriotism.

Essential Questions
What questions will my students grapple with?

How do people change their community?

How has your community changed over time?

How do celebrations and symbols represent your community (ex. classroom, school, neighborhood, country)?

	Knowledge	**Skills**
Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July). K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understanding of history; b) using basic map skills to support an understanding of the community c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community; g) making connections between past and present; e) comparing and contrasting people, places, or events; f) recognizing direct cause-and-effect relationships	*What do my students need to know?* History describes events that have already happened. Life today is different from long ago. Symbols are a visual representation of an idea. Patriotism can be celebrated through events and symbols. The United States is represented by a flag and a leader called the president. The words to the Pledge of Allegiance. Holidays honor a person's contribution to their community (Thanksgiving, Martin Luther King Jr. Day, George Washington's Day (Presidents' Day), Independence Day (Fourth of July). *Vocabulary* Flag, President, Patriotism, Past, Present George Washington, President's Day Fourth of July, Thanksgiving Martin Luther King Jr. Day	*What do my students need to be able to do?* Explore local legends and stories. (For example: understand the story of your school's founding and/or founders). Compare and contrast people, places, or events from past and present. Identify the U.S. flag as a symbol of our country. Analyze primary and secondary sources

Assessment Evidence

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The Geography of our Community

Standards:
Content/Skill Standards:

K.4 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.

K.5 The student will use simple maps and globes to
a) Develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
b) describe places referenced in historical events, stories, and real-life situations;
c) locate land and water features;
d) identify basic map symbols in a map legend; and
e) identify places and objects of a familiar area.

K.6 The student will develop an awareness that maps and globes
a) show a view from above;
b) show things in smaller size; and
c) show the position of objects.

K.1 The student will demonstrate

Lifelong-Learner Standards

Seek, recognize, and understand systems, patterns, themes, and interactions

Enduring Understandings	*Essential Questions*
People make maps and globes to represent our communities and our world.	How do maps and globes represent the world? Why do we use maps? Why do we use globes?

| skills for historical thinking, geographical analysis, economic, decision making, and responsible citizenship by
b) using basic map skills to support an understanding of the community | **Knowledge**
What do my students need to know?

The different types of information presented in a map (i.e., compass rose, map legend).

Maps and globes show a view from above.

Land and water are shown in different ways.

The differences and similarities between maps and globes.

Maps and globes have a variety of purposes: to navigate, to identify location, to understand physical geography etc. | **Skills**
What do my students need to be able to do?

Use a map legend.

Identify the compass rose.

Use maps to better understand your community.

Compare and contrast maps and globes. |

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