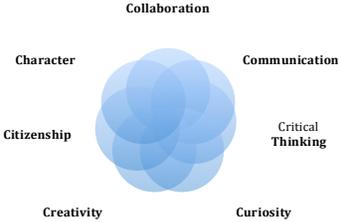


Content Area: Social Studies	Course: Grade K	Grade Level: Kindergarten
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Me, My Family, My Community 	<ul style="list-style-type: none"> 6-8 weeks 	
<ul style="list-style-type: none"> Me as a Citizen in My Community 	<ul style="list-style-type: none"> 6-8 weeks 	
<ul style="list-style-type: none"> Me, My Family My Community Linking to the Past 	<ul style="list-style-type: none"> 6 weeks 	
<ul style="list-style-type: none"> Me, My Family, My Community and the Geography 	<ul style="list-style-type: none"> 6-8 weeks 	



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • Compare life in the past to life today • Understand how communities change over time • Understand my family over time
Civics	<ul style="list-style-type: none"> • Understand what makes a community • Know important people in the community • Understand the important rules in our community (class, school, town)
Economics	<ul style="list-style-type: none"> • Understand ways to take care of our community • Know that people share resources
Geography	<ul style="list-style-type: none"> • Maps help us understand our community and world • Know some physical features in our community

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Unit Title	Me, My Family, My Community	Length of Unit	6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What makes a family? • What makes a community? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ K-2.1</p> <p>Evaluating Sources and Using Information INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.11</p> <p>Applying Disciplinary Concepts and Tools HIST K.1, HIST K.3, CIV K.2, CIV K.6, CIV K.7</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Who and What Are Families? • Comparing Families Over Time 		
Key Vocabulary	community, neighborhood, roles, family, map(s), label, same, different, information		

*Standards based on Connecticut Elementary and Secondary Social Studies Framework
For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	Me, My Family, My Community	Length of Unit	
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • who is in their family • families are all different • who are the community members, what are their jobs, and how they contribute to our community (select-person, firefighter, police officer, local farmer, town maintenance, businesses etc.) • that classes and schools are part of communities 	<ul style="list-style-type: none"> • create a pictorial representation with labels of their family • compare and contrast similarities and differences between families within the classroom • describe roles and responsibilities of people within a community • explain how families can be similar and different • explain the school community

Assessments:	<p>*Create and share a student drawn family representation or a family tree</p> <p>* Community Matching (teacher created activity). Students will match community worker with correct tools/job and explain how the worker helps us in the community.</p>
Teacher Resources:	<p>Family Book by Todd Parr</p> <p>Second Step Program</p> <p>Connecticut Elementary and Secondary Social Studies Framework</p>

Unit Title	Me as a Citizen in My Community	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why is it important to learn to work with others? • Why do we need rules? • What is a good citizen? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.5</p> <p>Evaluating Sources and Using Information INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.14</p> <p>Applying Disciplinary Concepts and Tools CIV K.4, CIV K.5, CIV K.6, CIV K.7, HIST K.8</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Working Together • Why Rules Help Us • Me as a Citizen 		
Key Vocabulary	community, citizen, rules, cooperate, consequences, responsibility, sharing, home, roles		

Unit Title	Me as a Citizen in My Community	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ways we can work to cooperative at home as well as at school the purpose of rules in various settings inside and outside of school. how a good citizen in the classroom/school behaves people have roles 	<ul style="list-style-type: none"> listen and respond to classmates ideas explain why we need rules and consequences at home, school and in our community explore and explain the roles, right and responsibilities of being a good citizen in a family, school and community. analyze the roles in a family use different resources to solve problems

Assessments:	*Teacher observation of daily activities - e.g., hanging up coat, cleaning up after snack and etc... *Student Self Assessment (i.e. Illustrate a picture of a time when you included another person in your play.)
Teacher Resources:	Second Step Program

Unit Title	Me, My Family My Community Linking to the Past	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do our communities and the people who live in them change over time? • How do we learn about what happened in the past? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.5</p> <p>Evaluating Sources and Using Information INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.14</p> <p>Applying Disciplinary Concepts and Tools CIV K.4, CIV K.6, CIV K.7, CIV K.9, HIST K.1, HIST K.3</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Who is in my over time? • How Life and Families Change? • Organizing Information • 		
Key Vocabulary	change, past, time, timelines, history, same, different		

Unit Title	Me, My Family, My Community Linking to the Past	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how their family has changed through different generations (parents, grandparents) • ways life today (family and community) is different and the same as the recent past • how to create a timeline representing sequence of events • people of the past 	<ul style="list-style-type: none"> • research their family's past • compare how their family has changed • investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates). • organize historical information • utilize different sources of information

Assessments:	*Compare and contrast two photographs of a place in town (town green, Memorial Hall, Main Street and so on) that has changed through time
Teacher Resources:	The House by J. Patrick Lewis Second Step Program

Unit Title	Me, My Family, My Community and the Geography	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we use maps and globes to learn about our world? • How does my family use maps? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.5</p> <p>Evaluating Sources and Using Information INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.14</p> <p>Applying Disciplinary Concepts and Tools CIV K.4, CIV K.6, CIV K.7, GEO K.1, GEO K.2, GEO K.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • What a map gives you. • How can we make a map? 		
Key Vocabulary	maps, globes, symbols, map key, climate, seasons, different, direction		

Unit Title	Me, My Family My Community and the Geography	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • what a map key is, simple symbols on the key and a compass rose • how geography affects student’s daily lives (where they live transportation , recreational activities and what they eat) • tools to create a map of a familiar place (classroom, bedroom or playground) 	<ul style="list-style-type: none"> • identify key features in a map and globe • constructing maps of familiar place • identify how weather and climate affects how you live • create a map of a familiar place • use tools to create maps

Assessments:	Map Identification and Creation
Teacher Resources:	Second Step Program Connected Classroom (Google)