

5 Year Old Kindergarten

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>Full School Year</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>5 Year Old Kindergarten</i>	<i>2016</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>NA</i>	<i>December 14, 2021</i>
PRIMARY RESOURCE if applicable	
<i>To be Determined</i>	
<i>The use of primary and secondary sources are built in each unit to support the inquiry standards</i>	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE
<i>5 Year Old Kindergarten</i>
<i>Navigating School, My Team and Self, Past, Present, and Future</i>

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How do external factors influence our identity and behavior?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION: People have wants that often exceed the limited resources available to them.	How do different political and economic systems affect civic life?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How do technology influence social and cultural change in a global society?
Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	How does diversity impact society?
PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining</i> cause and effect.	Standard SS.Inq5: Wisconsin students will be <i>civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine</i> and <i>interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop</i> and <i>employ</i> skills for civic literacy.	

Unit 1: Navigating School

ESSENTIAL QUESTIONS

How do external factors influence our identity and behavior?
 How am I influenced by institutions? How do institutions change? What is my role in institutional change?
 What is the relationship between decision-making and economic outcomes?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.c.Mental mapping and maps from memory I can make a map of a familiar place including a title and pictures.
Standard SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a.Cause I can tell the reason a problem or event happened to me.
	SS.Hist1.b.Effect I can tell an effect of a problem or an event that happened to me.
Standard SS.PS2 Wisconsin students will examine and interpret rights, privileges, and responsibilities in society	SS.PS2.a.Civil rights and civil liberties I can give examples of how to be responsible in the classroom, school, and community. I identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
	SS.PS2.c.Asserting and reaffirming of human rights I investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings)
Standard SS.Econ1 Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a.Choices and Decision Making I can tell the difference between a "want" and a "need".
	SS.Econ1.b.Incentives I predict a person's change in behavior in response to different potential rewards. I understand different people want different things.

PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq.2 Wisconsin students will gather and evaluate resources	SS.Inq.2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I brainstorm what resources would be valuable to guide the inquiry.
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DISCIPLINARY CONCEPT

Working and Playing with Others

KEY UNIT CONTENT

Your role in school
 School and Classroom Maps
 Staff roles at school (The people who work at school)
 Helpers and Friends
 Natural and Healthy Conflict (Problem Solving)

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

COMPELLING UNIT QUESTION

How can we make school a great place for everyone?

SUPPORT QUESTION 1

What does it mean to navigate school?

FORMATIVE ASSESSMENT TASK

Informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for knowledge about places, activities and norms at school

 Assess ability to orally state and/or model the behavioral norms of the classroom.

FEATURED SOURCE(s) *may include*

School's First Day of School By Adam Rex and Christian Robinson
["What Is School?"](#) video from PBS
["Two Different Worlds"](#) video from Sesame Street (to 2:36)

SUPPORT QUESTION 2

Who is here to help me?

FORMATIVE ASSESSMENT TASK

Review who are some school helpers they interact and see at school.
 Informal pre-assessment developing understanding of:
 -Identifies school helpers and their roles
 -Describes the values and impact of school helpers within the school community

 Can share roles and responsibilities of people in school.

FEATURED SOURCE(s) *may include*

Henry Goes to School: A Book About School Community book by Meg Gaertner
["Questions"](#) video from Sesame Street

SUPPORT QUESTION 3 *(if applicable)*

How can I help others?

FORMATIVE ASSESSMENT TASK

Informal pre-assessment to assess their understanding of key concepts:
 -Identifies responsible, safe, respectful and kind behaviors
 -Predicts negative and positive consequences of actions
 -gives an example of how to contribute positively to the school community

Can describe helping actions and behaviors around school.

FEATURED SOURCE(s) *may include*

Be Kind by Pat Zietlow Miller and Jen Hill
["Be Responsible"](#) video from Patty Shukla Kids TV
["Try a Little Kindness"](#) video from Sesame Street (to 1:37)

SUPPORT QUESTION 4 *(if applicable)*

How can I be a problem solver?

FORMATIVE ASSESSMENT TASK

Informal pre-assessment developing understanding of:
 -identify a problem
 - provide possible solutions
 Can identify/describe a common conflict and provide a safe, respectful solution.

FEATURED SOURCE(s) *may include*

Building Character: Resolving Conflicts book by Penelope S. Nelson
Talk and Work It Out book by Cheri J. Meiners
School's First Day of School book by Adam Rex and Christian Robinson

SUMMATIVE ASSESSMENT TASK(S)

Students investigate common problems that arise at school, analyze the possible causes, and brainstorm ways to solve them. They begin to strategize about how they can become upstanders and problem solvers, and look for challenges and opportunities within the community to prepare for taking informed action.

CIVIC ENGAGEMENT

Students investigate common problems that arise at school, analyze the possible causes, and brainstorm ways to solve them. They begin to strategize about how they can become upstanders and problem solvers, and look for challenges and opportunities within the community to prepare for taking informed action.

Unit 2: My Team and Self

ESSENTIAL QUESTIONS

How do individuals develop over time?
 How am I influenced by institutions? How do institutions change? What is my role in institutional change?
 How does diversity impact society?
 What is the role of the citizen in the community and the nation, and as a member of the world community?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH1 Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	BH1.a: Individual cognition, perception, and behavior I can show how I am unique.
	BH1.b: Personal identity and empathy I can identify different emotions in myself.
Standard SS.BH3 Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	BH3.a: Social interactions I compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?)
Standard SS.Econ1 Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can tell the difference between a "want" and a "need".
Standard SS.PS2 Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	SS.PS2.b: Fundamentals of citizenship I summarize situations where individuals have rights, freedoms, and equality. I develop an opinion about an issue in my school or community. I can share my opinion about a problem in my school or community.

PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question. With prompting and support, I state a claim to answer a question that the class is considering
	SSInq3.b Cite evidence from multiple sources to support a claim. I determine which evidence in teacher-provided sources support a claim that answers a compelling question.
	SSInq3.c Elaborate how evidence supports a claim I explain how evidence supports a claim for a class inquiry.

DISCIPLINARY CONCEPT

Knowing Myself and Working Together with Others

KEY UNIT CONTENT

Self
 Family and Culture
 Using my voice as a tool
 Strengths, Challenges, Mindset
 Cooperation and Teamwork
 Team Building
 Team Goals

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

COMPELLING UNIT QUESTION

How can we unite to build a powerful classroom community?

SUPPORT QUESTION 1

Who am I?

FORMATIVE ASSESSMENT TASK

Can give examples to describe an aspect of who they are (i.e appearance, family, culture)
 Informal: recognize that learning about each other is important to understanding one another

FEATURED SOURCE(s) *may include*

Video: "What I Am" [Video](#)
 The Colors of Us by Karen Katz
 The Great Big Book of Families by Mary Hoffman
 My Family [Song](#)

SUPPORT QUESTION 2

What powers do I have that contribute to my learning and my classroom community?

FORMATIVE ASSESSMENT TASK

Can give examples to describe how people can contribute to the class community.

FEATURED SOURCE(s) *may include*

Your Fantastic Elastic Brain: Stretch it, Shape it by JoAnn Deak
 I'm Gonna Like me: Letting Off a Little Self-Esteem by Jamie Lee Curtis
 Growth Mindset for Students [Video](#) from Class Dojo
 Stand Up, Speak up [Video](#)
 If you Want a Song [Video](#)
 The Power of Yet [Song](#) from Sesamee Street

SUPPORT QUESTION 3 (if applicable)

How do our differences make our class community powerful?

FORMATIVE ASSESSMENT TASK

Can use positive and inclusive language to describe differences

FEATURED SOURCE(s) *may include*

The Girl Who Thought in Pictures: The Story of Temple Grandin by Juila Mosca
 It's Okay to Be Different book by Todd Parr
 Great Big Story: The Seamstress Behind Apollo 11's Spacesuits [video](#)
 NASA Mathematician, Recipient of Nations Highest Honor [video](#)
 What Makes you special [video](#)

SUPPORT QUESTION 4 (if applicable)

How does working together make us powerful class team?

FORMATIVE ASSESSMENT TASK

Can identify benefits of being part of a team
 Informal: Evidence of cooperative behavior (mirroring clapping, focus on the task, not yelling)

FEATURED SOURCE(s) *may include*

The Crayon Box That Talked by Shane DeRolf
 The Power of Teamwork [Video](#)

SUMMATIVE ASSESSMENT TASK(S)

Students discover the importance of combining their powers to build a successful class team. They complete a team-building exercise and explore the gifts they each have to share, culminating in their making of a claim about what their class team can accomplish when they combine their powers.

CIVIC ENGAGEMENT

Students discover the importance of combining their powers to build a successful class team. They complete a team-building exercise and explore the gifts they each have to share, culminating in their making of a claim about what their class team can accomplish when they combine their powers.

Unit 3: Past, Present, and Future

ESSENTIAL QUESTIONS

Why is the past important to us today?
 How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
 How do individuals develop over time?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect	SS.Hist1.a.Cause I can tell the reason a problem or event happened to me.
	SS.Hist1.b.Effect I can tell an effect of a problem or an event that happened to me.

PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq.1 Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a. Develop questions based on a topic I explain why or how a teacher or text provided question is important to a topic or issue.
	SS.Inq1.b. Plan an inquiry I develop list of questions that support the research through discussion and investigation to guide inquiry.

DISCIPLINARY CONCEPT

The Past and Our Memories Shape Our Future

KEY UNIT CONTENT

Past, Present, Future
 Biography and Memory
 Passing of Time (night & day, seasons)
 Increments and Measures of Time (months, weeks, days)
 Chronological Order
 Actions and Outcomes

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Hist3 Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	SS.Hist3.a.Connections I describe a person or event from the past that reflects your own life in some way.
	SS.Hist3.b.Perspective I explain why two people can talk about an event from different viewpoints.
	SS.Hist3.c.Current Implications I explain how something from the past can affect your life now.

COMPELLING UNIT QUESTION

How can we use wisdom from the past to build a better future?

SUPPORT QUESTION 1

How is time a part of every story?

FORMATIVE ASSESSMENT TASK

Assess ability to classify personal events into past, present, and future; look for:
 -Past, present, and future events align to appropriate temporal words
 -Represents their own point of view

Assess understanding of past, present, and future; look for:
 -Uses temporal words to describe past, present, and future events
 -Uses evidence in a source to describe how it represents past, present, or future

FEATURED SOURCE(s) may include

Someday book by Alison McGhee and Peter H. Reynolds
Jane Goodall: Chimpanzee Expert & Activist book by Grace Hansen

SUPPORT QUESTION 2

How can we make sense of time passing?

Assess student understanding; look for:
 -Gives an example of a future event
 -Identifies one or more tools that can assist with planning (calendar, season wheel, schedule, clock)
 -Gives an example of how the tool can help with planning (time span, duration, date) or preparing (seasonal characteristics, time of day)

Assess developing skills and understanding of how and why humans track time; look for:
 -Gives examples to describe how an historical source or tool can help us make sense of time
 -Gives examples to describe patterns or cycles that occur over time
 -Supports responses with evidence from sources
 -Supports plan or prediction with evidence from a pattern or cycle

FEATURED SOURCE(s) may include

[Time Lapse From Day to Night to Day](#) video from The Weather Network
Earth's Cycles by Christian Lopetz

SUPPORT QUESTION 3 (if applicable)

How can we share what happens over time with others?

FORMATIVE ASSESSMENT TASK

Review Personal Timelines; look for:
 -Events are in the order that they occurred
 -Pictures represent the events
 -Includes a title that tells what the timeline is about

Assess developing skills and understanding of timelines; look for:
 -Supports responses with evidence from sources
 -Arranges events in chronological order
 -Describes how order or distance are used in a timeline to represent when events occurred
 -Gives examples to describe how we can use historical sources to learn about the past

FEATURED SOURCE(s) may include

SUPPORT QUESTION 4 (if applicable)

How can we learn from our own and others' experiences over time to impact our future?

FORMATIVE ASSESSMENT TASK

Review "Words of Wisdom" handouts; look for:
 -Action and outcome are logically connected and show a cause-and-effect relationship
 -Wisdom is connected to the action and outcome
 -Wisdom offers clear suggestion to impact desired outcome

Assess developing skills and understanding of action, outcomes, and how we can learn from experience over time; look for:
 -Cites evidence from source to identify actions and outcomes
 -Uses evidence about actions and outcomes to draw conclusions about improving outcomes

FEATURED SOURCE(s) may include

The Three Little Pigs book by Kath Jewitt

SUMMATIVE ASSESSMENT TASK(S)

Call to action for the unit: We can understand time to gain wisdom from the past and build a better future! Students build on the skills they have learned across the unit to consider how they can use their understanding of time to take action or change outcomes for a better future. Students then conclude the module by reviewing the key learning from the unit to help them prepare to take action. [Written Product](#)

CIVIC ENGAGEMENT

Call to action for the unit: We can understand time to gain wisdom from the past and build a better future! Students build on the skills they have learned across the unit to consider how they can use their understanding of time to take action or change outcomes for a better future. Students then conclude the module by reviewing the key learning from the unit to help them prepare to take action. [Written Product](#)