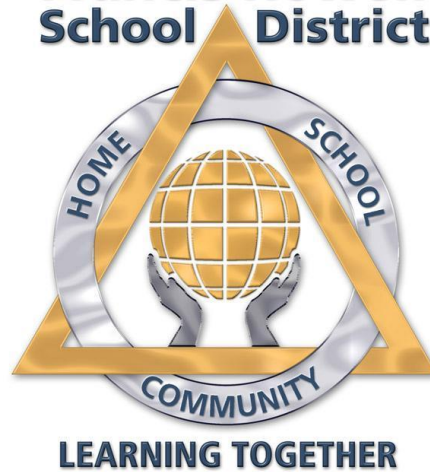


Kindergarten Social Studies

Curriculum

**Francis Howell
School District**



Board Approved: February 21, 2019

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Francis Howell School District Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Social Studies Graduate Goals

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

- Civics: To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies

Course Rationale

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Social Studies Curriculum Team

Curriculum Committee

Lisa Haffer

Kelly Peterson

Jennifer Plotnitskiy

Castlio Elementary School

Central Elementary School

Central Elementary School

Content Leader

Director of Curriculum & Assessment

Chief Academic Officer

Superintendent

Dr. Carrie Hepburn

David Brothers

Dr. Nathan Hoven

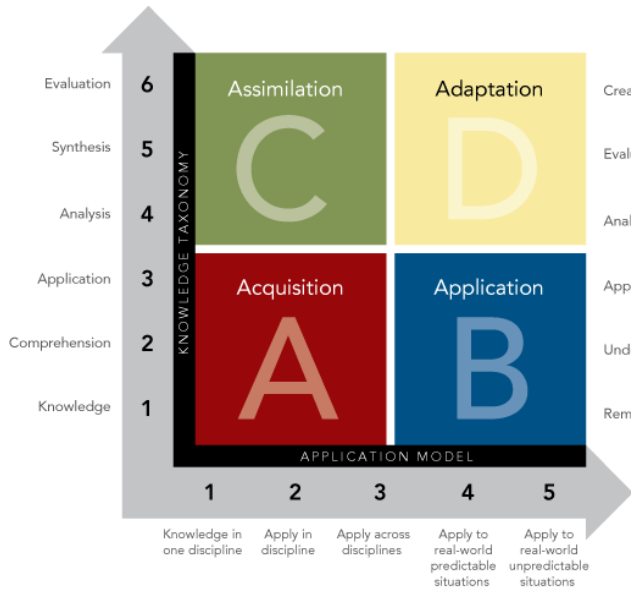
Dr. Mary Hendricks-Harris

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only with understandings and standards but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and a basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent an action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

Kindergarten Social Studies

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem-solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is an expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards-aligned to this course can be found:

Social Studies Standards

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Semester 1 **Semester 2**

Unit 1: Laws and Rules (self, family, and school)	Unit 2: Our Great Big World	Unit 3 Black History	Unit 4: Wants and Needs
Students will participate in activities to experience the importance of following family, school, and community rules to develop positive communities.	Students will explore maps and globes to discover their world and the world around them. Students will learn about artifacts that are representative of cultures.	Students will explore the life of Martin Luther King Jr. and his contributions to the United States.	Students will participate in activities to learn to differentiate between wants and needs and how to use this information to make responsible decisions.
PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:
<p>Students will demonstrate their understanding of symbols having meaning by creating a flag that represents their own class.</p> <p>Teacher will assess: What criteria will be used in each assessment to evaluate the attainment of the desired results?</p> <ul style="list-style-type: none"> Students understanding that a symbol is an object that stands for or represents them as a community. 	<p>Students will be assessed by answering the questions asked in Activity 3 where they will determine if you would use a globe or a map. The teacher can use the sample check sheet (in Appendix Documents) for each question.</p> <p>Teacher will assess: Students will be assessed if they know the difference between a globe and a map and when to use each one. When asked a question,</p>	<p>Students will be assessed by the teacher based on observation throughout the unit.</p> <p>Teacher will assess: Students' knowledge of different types of resources used throughout the unit and students' ability to understand how Dr. Martin Luther King Jr. impacted our world.</p> <p>Performance: Mastery: Students will show</p>	<p>Students will be assessed by the teacher based on observation of Activity 4, the needs and wants sort.</p> <p>Teacher will assess: Students' understanding of needs and wants.</p> <p>Performance: Mastery: Students will show understanding by completing a needs and wants sort.</p>

<p>Performance: Mastery: Students will show that they really understand when they...</p> <ol style="list-style-type: none"> 1. Students will explain the meaning of their symbols. 2. Explain why they included those symbols on their flag. 	<p>students will use hand signals to show if they will use a globe or map in each situation.</p> <p>Performance: Mastery: Students will show understanding when they get at least 3 out of 5 correct.</p>	<p>understanding when they notice different resources, give different types of information, and that Dr. Martin Luther King Jr. impacted our world in a positive way.</p>	
--	---	---	--

Course Map

	Unit Description	PE Summary (assessment)	PE Standards
Unit 1: Laws and Rules (self, family, and school) 4-8 weeks	Students will participate in activities to experience the importance of following family, school, and community rules to develop positive communities.	K.PR.1D	K.PR.1A K.PR.1D K.PPG.2A K.PPG.2C K.TSSI.7A
Unit 2: Our Great Big World 4 weeks	Students will explore maps and globes to discover their world and the world around them. Students will learn about artifacts that are representative of cultures.	K.EGS.5A	K.EGS.5A K.TSSI.7A
Unit 3: Black History weeks: approx 3-5 days	Students will explore the life of Martin Luther King Jr. and his contributions to the United States.	K.TSSI.7A	K.TSSI.7A
Unit 4: Wants and Needs 4 weeks	Students will participate in activities to learn to differentiate between wants and needs and how to use this information to make responsible decisions.	K.RIG.6A K.TSSI.7A	K.ECP.4A K.RIG.6A K.TSSI.7A

Unit 1: Laws and Rules (Self, Family, and School)

Content Area: Social Studies	Course: Kindergarten	UNIT: Laws and Rules (Self, Family, and School)
-------------------------------------	-----------------------------	--

Unit Description: Students will participate in various activities to experience the importance of following family, school, and community rules to develop positive communities. They will also explain the importance of American symbols, the Pledge of Allegiance, and participate in a decision-making process.	Unit Timeline: 4-8 weeks
---	------------------------------------

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Contribute to living in a democratic society successfully and peacefully.
- Live in a way that exemplifies the freedoms and pride the United States was founded on.
- Make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. Laws and rules are made to protect the common good.
2. Individuals play a role in how to make decisions and resolve disputes with regard for the needs of others.
3. American symbols and the Pledge of Allegiance are a way for citizens to show pride in the United States.

Essential Questions: *Students will keep considering...*

- Why do we consider the needs of others when making decisions?
- Why do we need laws and rules?
- How do our decisions affect others around us?
- Why the needs and wants of individuals vary?
- How do symbols represent America, its citizens or the pride we have in our country?

Standard	Students will know...	Students will understand...	Students will be able to do...
K.PR.1A	laws -teach us how to behave properly and inform us of the rules we all must follow rules -statements that tell people how to behave	Laws and rules help us live in a peaceful society and keep us protected.	Identify why laws and rules are made.
K.PPG.2A	decision -to decide something	Each person plays a role in making decisions. Decisions you make affect others.	Participate in democratic decision-making processes.
K.PPG.2C	rules -statements that tell people how to behave decision -to decide something	Rules affect individuals and others. Each person plays a role in making decisions. Decisions you make affect others.	Describe how groups need to make decisions and how those decisions are made in families and classrooms.
K.PR.1D	pledge –a promise symbol -an object that stands for or represents something else	Citizens of the United States engage in opportunities to show pride for our country.	Identify the flag as a symbol of our nation. Recite the Pledge of Allegiance.
K.PPG.2A	responsibility -doing what is expected	Our actions affect others and it's important to consider the effects of our choices.	Explain how to resolve disputes peacefully in the classroom and on the playground.
K.PPG.2C	respect -treating people the way you	Our actions affect others and it's important to	Explain what it means to make rules and

	want them to treat you rules -statements that tell people how to behave	consider the effects of our choices. Rules affect individuals and others. Laws and rules help us live in a peaceful society and keep us protected.	how it is necessary to carry out or enforce rules.
K.TSSI.7A	visual aide -an instructional device that can be seen (i.e. chart, graphic, map, or model) auditory aide -an instructional device that can be heard (i.e. video, recording, etc)	Instructional aides can help us understand what we are learning.	Identify visual, graphics, and auditory aids(posters and recordings).
K.TSSI.7A	resource -something that supports	Different resources can be used to support our learning. Not all resources can be used for the same purpose.	Identify library and media resources (videos, electronic resources, periodicals, and books)

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <u>Description of Assessment Performance Task(s):</u>	<u>R/R Quadrant</u>
1,4	K.PR.1D	<p>Students will demonstrate their understanding of symbols having meaning by creating a flag that represents their own class.</p> <p>Teacher will assess: Students understanding that a symbol is an object that stands for or represents them as a community.</p>	<p><u>21 Century</u></p> <p>A/B</p>

		<ul style="list-style-type: none"> ● Begin an anchor chart for classroom rules and procedures using information from the text. ● Practice rules, procedures and routines. ● Revisit the big book, <u>School Rules</u>. <p>Materials: <i>School Rules</i> (Literacy by Design-Big Book and Interactive Version)</p>		
1	K.PR.1A K.PPG.2C	<p>2. Make Classroom Rules: Students will:</p> <ul style="list-style-type: none"> ● Know why we have rules. ● Understand how those rules affect individuals and others. ● Be able to demonstrate an understanding of rules. <p>Activity:</p> <ul style="list-style-type: none"> ● Use Rally Robin to discuss: <ul style="list-style-type: none"> ○ <i>What do they know about the rules?</i> ○ <i>What rules they have at home?</i> ○ <i>Why they have those rules?</i> ● Lead students to make a connection to reasons for rules at home and reasons for rules at school. Then use those reasons to finish making classroom rules. ● Finalize the anchor chart for classroom rules and procedures. ● Compare and contrast class anchor charts for classroom rules and procedures to the book, <i>School Rules</i>. ● Continue to practice rules, procedures and routines. ● Practice rules, procedures and routines. <p>Materials: <i>School Rules</i> (Literacy by Design-Big Book and Interactive Version)</p>	Setting Objectives Cooperative Learning Similarities & Differences	B Critical Thinking Communication Collaboration Character Citizenship
1, 3	K.PPG.2C K.TSSI.7A	<p>3. Showing Responsibility at School: Students will:</p> <ul style="list-style-type: none"> ● Know what it means to be responsible. ● Understand that following rules means you are being responsible. ● Be able to give examples of showing responsibility in school. <p>Activity:</p> <ul style="list-style-type: none"> ● Read <i>Manners at School</i>. ● Use the Rally Robin sharing model with students to discuss the text. 	Setting Objectives Cooperative Learning	B Critical Thinking Communication Collaboration Character Citizenship

		<ul style="list-style-type: none">● Explain to students they will take turns responding orally with their elbow partner. The person with the shortest hair is partner A and the other one is partner B. Explain to students for 15 seconds Partner A will answer the question and Partner B will listen. Then they will switch roles and Partner B will share for 15 seconds while Partner A listens.● Discuss the question: How were the children being responsible in the story?● Create a class book by having the students draw a picture of them being responsible.● Record the students telling how they are being responsible and make a QR code.● Have students share with their partner different ways they can show responsibility in their own lives. <p>Materials: <i>Manners at School</i></p>	Cooperative Learning	
1	K.PPG.2A	<p>4. Being Considerate of Others on the Playground: Students will:</p> <ul style="list-style-type: none">● Know what it means to be considerate of others.● Understand your actions affect others.● Be able to explain how to resolve disputes peacefully. <p>Activity:</p> <ul style="list-style-type: none">● Read <i>Manners on the Playground</i>.● Use the Rally Robin sharing model with students to discuss the text.● Discuss the question: How were the children being considerate of others in the story?● Explain to students they will take turns responding orally with their elbow partner. The person who is the shortest is Partner A and the other one is Partner B. Explain to students for 15 seconds Partner A will answer the question and Partner B will listen. Then they will switch roles and Partner B will share for 15 seconds while Partner A listens.● Have students role-play and act out some scenarios from the playground. Have students role-play the appropriate way to handle the situation. <p>Materials: <i>Manners on the Playground</i></p>	Setting Objectives Cues and Questions Cooperative Learning Nonlinguistic Representation	B Critical Thinking Communication Collaboration Character Citizenship

1, 2	K.PPG.2C K.TSSI.7A	<p>5. Being Respectful in the Library: Students will:</p> <ul style="list-style-type: none"> ● Know what it means to be respectful. ● Understand treating others how you want to be treated is being respectful. ● Be able to give examples of showing respect to others and their belongings. <p>Activity:</p> <ul style="list-style-type: none"> ● Read <i>Manners in the Library</i>. ● Use the Rally Robin, Think Pair Share, Round Table Write or another sharing strategy with students to discuss the text. ● Explain to students they will take turns responding orally with their elbow partner. The person who is the shortest is Partner A and the other one is Partner B. Explain to students for 15 seconds Partner A will answer the question and Partner B will listen. Then they will switch roles and Partner B will share for 15 seconds while Partner A listens. ● Discuss the question: What would the library be like if people are not respectful to others and their belongings? ● Divide students into small groups and have them make a visual recording of what it looks like to show 'Manners in the Library.' <ul style="list-style-type: none"> ○ This video could be posted on the school or library Facebook Page, or on the Learning Commons website. ● Have students share with a partner why it is necessary to carry out and enforce rules in the library and in school. <p>Materials: <i>Manners in the Library</i></p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues and Questions</p> <p>Cooperative Learning</p>	<p>B</p> <p>Critical Thinking Communication Collaboration Character Citizenship</p>
1	K.PR.1D	<p>6. The American Flag: Students will:</p> <ul style="list-style-type: none"> ● Know the flag is an American symbol. ● Understand the flag represents the United States of America. ● Be able to identify the flag as a symbol. <p>Activity:</p> <ul style="list-style-type: none"> ● Introduce nonfiction text, <i>The American Flag</i>. ● Explain today they will listen to a story about the flag and they will help create a chart of facts about our flag. 	<p>Setting Objectives</p>	<p>A</p> <p>Critical Thinking Character Citizenship</p>

		<ul style="list-style-type: none"> • Read <i>The American Flag</i> • Discuss important details from the text and help create a chart on facts about our flag. Materials: <i>The American Flag</i>		
1	K.PR.1D K.TSSI.7A	<p>7. Pledge of Allegiance: Students will:</p> <ul style="list-style-type: none"> • Know a pledge is a promise. • Understand the meaning of making a pledge. • Be able to recite the Pledge of Allegiance. Activity: <ul style="list-style-type: none"> • Display visual aid for The Pledge of Allegiance prior to the lesson. • Pose Question to the whole group: Have you ever wondered why we say the Pledge of Allegiance at the beginning of every day? • Today we will learn how the pledge is a promise, the importance of saying it, and learn how to recite the words. • Use the Rally Robin sharing model with students to discuss what ‘promise’ means to them and have them give examples to their partner of when they made a promise or when a promise was made to them. • Ask students to listen for important details from the text that make the pledge a promise. • Read the text: <i>I Pledge Allegiance</i>, stopping at various points to discuss meanings of words, such as freedom, liberty, justice, allegiance, etc. • Lead students to discuss how the pledge is a promise, and how they are making a promise to the United States of America every time they recite the pledge. • Choral read the Pledge of Allegiance, while standing up, with hands over hearts, and facing the flag in the classroom. Appendix Documents: I Pledge Allegiance Visual Aid	Setting Objectives Cooperative Learning	B Critical Thinking Communication Collaboration Character Citizenship
1, 4	K.PPG.2A	<p>8. Our Class Flag: Students will:</p> <ul style="list-style-type: none"> • Know a symbol represents something else. 	Setting Objectives	B/C Creativity

		<ul style="list-style-type: none"> • Understand symbols have meaning. • Be able to use symbols on a flag to represent our class. <p>Activity:</p> <ul style="list-style-type: none"> • Remind students what they have learned about the American Flag. It is a symbol, different things may represent something important or different. • Tell them they will work with a small group to create a flag that represents our classroom. • Lead students through brainstorming ideas of symbols to be used for representing the class, and record them in an idea web. <ul style="list-style-type: none"> ○ Examples could include symbols for who's in the class (circles, faces, stars, etc.), what is in the class (chairs, tables, tools, etc.), what we use to learn (books, letters, numbers, etc.). • Divide students into groups, and ask them to design their own flag that contains symbols of our class. • Collect each group's flag to be used for the following day's lesson. 	Cooperative Learning	Critical Thinking Collaboration Communication Character Citizenship
3	K.PPG.2A K.TSSI.7A	<p>9. Decision Making: Students will:</p> <ul style="list-style-type: none"> • Know a single person's vote matters. • Understand a vote is a person's opportunity to contribute to group decision-making. • Be able to participate in a democratic decision-making process. <p>Activity:</p> <ul style="list-style-type: none"> • Introduce the lesson by informing students they each have a vote, and today their vote will matter in choosing a flag to represent our class. • Have students listen to the informational text, <i>Let's Vote On It</i>. • Inform students they will be using the same voting process to cast their vote for our class flag. • Give each student a ballot, and present them with the different flag options created during yesterday's lesson. • Each student will make a choice, fold their ballot, and put it in 	Setting Objectives	B Communication Collaboration Character Citizenship

		<p>the ballot box.</p> <ul style="list-style-type: none"> • Finally, the teacher will count the votes, and make a tally to keep count to determine the winner! • The winner will be announced and everyone congratulated on their hard work! <p>Materials: <u>Let's Vote On It</u> on Bookflix</p>		
--	--	--	--	--

Unit 1: Resource

UNIT RESOURCES

Teacher Resources:

- Chart paper
- Markers
- Picture of American Flag
- DISTRICT-SUPPLIED INFORMATIONAL TEXT
 - *Know and Follow the Rules* by Cheri Miners
 - *Manners Series* by Carrie Finn
 - *School Rules* by Nia Tsang (LDB) big book
 - *The American Flag* by Lloyd G. Douglas
 - *F is For Flag* by Wendy Cheyette Lewison
 - *L is For Liberty* by Wendy Cheyette Lewison
 - *The Liberty Bell* by Mary Firestone
 - *The Bald Eagle(Welcome Book)* by Norman Pearl
 - *Our Country Our Flag (LBD)* by Patricia Almada
 - *I Pledge Allegiance* by Bill Martin Jr. and Michael Sampson
- **Brainpop Jr.**
 - US Symbols
- **Bookflix**
 - *Bink & Gollie/Conflict Resolution-When Friends Fight (Family and Community pair 1-4)*
 - *Crazy Hair Day/Let's Be Friends (Family and Community pair 9-12)*
 - *Otto Runs for President/Let's Vote on It (Family and Community pair 49-52)*

Student Resources:

- Construction paper
- Markers
- Scissors
- Glue
- Pencils

Vocabulary:

- **auditory aide**-an instructional device that can be heard (i.e. video, recording, etc)
- **cooperation**-working together
- **country**-an area of land that has its own government
- **decision**-to decide something
- **flag**-rectangle piece of fabric with a specific design that is used as a symbol
- **friend**-someone you like and trust
- **laws**-teach us how to behave properly and inform us of the rules we all must follow
- **manners**-to show kindness to others through your words and actions
- **pledge** –a promise
- **principal**-a person who is in charge of a school
- **respect**-treating people the way you want them to treat you
- **responsibility**-doing what is expected
- **rules**-statements that tell people how to behave
- **school**-a place where people go to learn
- **students**-people who learn from others
- **symbol**-an object that stands for or represents something else
- **united**-joined together
- **visual aide**-an instructional device that can be seen (i.e. chart, graphic, map, or model)
- **vote**-to express one’s choice or opinion

Unit 2: Our Great Big World

Content Area: Social Studies	Course: Kindergarten	UNIT: Our Great Big World
-------------------------------------	-----------------------------	----------------------------------

<p>Unit Description: Building on the knowledge that students gained during their work in the previous Unit with symbols that represent America, students are now expanding that to include the bigger world. They will be exploring maps and globes as geographic tools. Students will also be exposed to artifacts representative of cultures, while using a variety of visual, graphics, and auditory resources and media.</p>	<p>Unit Timeline: 4-8 weeks</p>
--	---

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Engage in a big world that is diverse and full of history in culturally relevant ways.
- Make informed decisions.

Understandings – Students will understand that... (Big Ideas)

1. Maps and globes can be used as geographic tools.
2. Artifacts can be used to represent cultures in a variety of ways.

Essential Questions: Students will keep considering...

- Why might you use a map?
- How can we use a symbol on a map or globe?
- What is the purpose of an artifact?
- How do we use maps and globes to learn about places?

Standard	Students will know...	Students will understand...	Students will be able to ...
K.EGS.5A	<p>geographic tool-tools that help us learn about the Earth globe- a round model that shows places all over the Earth map-a flat drawing of the world</p>	Maps and globes are used for different purposes.	Identify maps and globes as geographic tools.

K.TSSI.7A	artifact- any object that was made, changed, used or moved by other living things	Artifacts can tell us about history, society, or a culture.	Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).
-----------	--	---	--

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant 21 Century</u>
2	K.EGS.5A	<p>Description of Assessment Performance Task(s): Students will be assessed by answering the questions asked in Activity 3 where they will determine if you would use a globe or a map. The teacher can use the sample check sheet (in Appendix Documents) for each question.</p> <p>Teacher will assess: Students will be assessed on if they know the difference between a globe and a map and when to use each one. When asked a question, students will use hand signals to show if they will use a globe or map in each situation.</p> <p>Performance: Mastery: Students will show understanding when they get at least 3 out of 5 correct.</p>	B

Unit 2: Sample Activities

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1,3	K.EGS.5A	<p>1. We Need Directions: Students will:</p> <ul style="list-style-type: none"> ● Know maps are geographic tools. ● Understand maps are representations of real places. ● Be able to read and use maps of familiar places. 	Setting Objectives	B/C Critical Thinking Collaboration Communication

		<p>Activity:</p> <ul style="list-style-type: none"> ● Ask the students if they have ever been on a trip and gotten lost. Have them turn to their shoulder partner and talk about what they did or how they got help. ● Display the book <i>We Need Directions</i> from Bookflix (Earth and Sky pair 5-8). Tell the children that we will read a text about ways we can solve the problems of getting lost. ● After reading, have the children share any connections they made with their shoulder partner. <p>Materials: <i>We Need Directions</i> from Bookflix</p>	Cooperative Learning	
1	K.EGS.5A	<p>2. Maps and Globes: Students will:</p> <ul style="list-style-type: none"> ● Know a globe represents places around the world. ● Understand people use globes to see the world. ● Be able to use a globe to see places around the world. <p>Activity:</p> <ul style="list-style-type: none"> ● The teacher will pose this question: ‘What do you do when a map doesn’t show all the places around the world?’ ● Think, Pair, Share-students will share with a partner about what they would do. ● Introduce the term ‘globe’ to students and display a globe for students to see. ● The teacher will start a ‘Can, Have, Are’ chart to record student observations of what a globe can do, what it has, and how they are used. ● Pose the question to students, ‘How can a globe be useful?’ <ul style="list-style-type: none"> ○ Have students Turn and Talk to a partner, while the teacher records responses on the chart. ● End the lesson by reviewing all the information learned about globes so far today: <ul style="list-style-type: none"> ○ Globes Can: <ul style="list-style-type: none"> ■ spin ■ show places around the world ■ represent land and water ○ Globes Have: <ul style="list-style-type: none"> ■ countries 	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Advance Organizer</p> <p>Cooperative Learning</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

		<ul style="list-style-type: none"> ■ continents ■ oceans ■ islands ■ equator ○ Globes Are: <ul style="list-style-type: none"> ■ smooth ■ bumpy ■ round <p>Appendix Documents: Can. Have. Are Chart (teacher can make a copy of the chart and edit as needed)</p>		
1	K.EGS.5A	<p>3. Map or Globe?: Students will:</p> <ul style="list-style-type: none"> ● Know the difference between a globe and a map. ● Understand maps and globes are used for different reasons. ● Be able to identify when to use a map or a globe. <p>Activity:</p> <ul style="list-style-type: none"> ● The teacher will ask students to tell the difference between a map and a globe. ● Pose the question to the students, “If you wanted to find out how to get to the zoo, would you use a globe or a map? Why?” <ul style="list-style-type: none"> ○ Have students Turn and Talk to a partner. ● Next display the book, <i>Looking At Maps and Globes</i>, found on Bookflix People and Places tab 13-16, and pause throughout the story to ask questions about what the maps and globes represent, and how they can be helpful. ● Revisit the question asked earlier about how to find the way to get to the zoo. See if the children have other ideas of why they would use a map instead of a globe. ● Work as a class to develop a T-chart of when you would use a map and when you would use a globe. ● Do a quick check for understanding by having the children make a circle with their hands to represent a globe or a hands side by side to represent a map when asked which tool they would use to find: <ul style="list-style-type: none"> ○ Our country? ○ Where the music room is in our school? ○ Where is the Pacific Ocean? 	<p>Setting Objectives</p> <p>Similarities & Differences</p> <p>Cooperative Learning</p> <p>Cues, Questions, & Organizer</p>	<p>B Communication Cooperative Learning Citizenship</p>

		<ul style="list-style-type: none"> ○ Where to find the lions in the zoo? ○ What roads to take to get to the grocery store? ○ How does Earth move? <p>Materials: <i>Looking At Maps and Globes</i> (Bookflix)</p>	Nonlinguistic Representation	
2	K.TSSI.7A	<p>4. Artifacts: Students will:</p> <ul style="list-style-type: none"> ● Know examples of artifacts. ● Understand that fossils are one type of artifact. ● Be able to identify examples of artifacts. <p>Activity:</p> <ul style="list-style-type: none"> ● The teacher will ask the students: "If I had never met you and walked into your bedroom, what would I know about you from the things you have there? Would I know if you were a boy or a girl? Would I know what your interests are? Would I know if you share your room?" ● Now ask students to think of something in their bedroom that is very special to them. Ask them: "How does that object tell something about you, along with everything else in your room?" Tell students that, "Everything together tells about you because it is in context. You have selected certain things to have, and these things tell about you when they are all found together." ● Explain to students that an artifact is an object that was made, modified, used, or moved, by past human behavior. Have students look around the classroom. Ask them: "Could any of the objects in this room be considered artifacts?" Students should describe how objects in the classroom could be artifacts. ● Students will be prompted to create an artifact that represents them as an individual. They will use playdough to create an 'artifact' that tells something about their personality, lifestyle, or personal favorites, as an individual, and share it with the rest of the class. <ul style="list-style-type: none"> ○ Once 'artifacts' are completed, they will be shared with others. <ul style="list-style-type: none"> ■ On display in Learning Commons, share with buddy class, tour other kindergarten classrooms, or do a video interview with individual students. 	<p>Setting Objectives</p> <p>Cues, Questions, Advance Organizers</p> <p>Nonlinguistic Representation</p>	<p>C</p> <p>Critical Thinking Communication Collaboration</p>

UNIT RESOURCES

Teacher Resources:

- **DISTRICT-SUPPLIED INFORMATIONAL TEXT**
 - *The Top and Bottom of the World (Rookie Reader)* by Allen Fowler
 - *Follow The Line Around the World* by Laura Ljungkvist
- **Bookflix**
 - *We Need Directions (Earth and Sky pair 5-8)*
 - *Types of Maps (Adventure pair 9-12)*
 - *Looking At Maps and Globes (People and Places pair 13-16)*
- **Brainpop Jr.**
 - Reading Maps
- Unit 2 Performance Assessment found in Appendix Documents
- globe(s)
- map(s)
 - state
 - country
 - world
 - zoo
 - park
 - Six Flags

Student Resources:

- playdough

Vocabulary:

- **artifact**- any object that was made, changed, used or moved by other living things
- **continent**- a body of land
- **direction**-the path you follow towards something
- **equator**- an imaginary circle around the middle of the Earth
- **geographic tool**-tools that help us learn about the Earth
- **globe**- a round model that shows places all over the Earth
- **map**-a flat drawing of the world

- **world**- the land and sea represented on a map

Unit 3: Martin Luther King Jr.

Content Area: Social Studies	Course: Kindergarten	UNIT: Martin Luther King Jr.
-------------------------------------	-----------------------------	-------------------------------------

Unit Description: The purpose of the unit is to introduce students to Dr. Martin Luther King Jr. and explain how his contributions helped our country make necessary changes that provided freedom and voice to citizens who were African American. His passion and voice began the discussions for African Americans to have more opportunities.	Unit Timeline: 1 week
---	---------------------------------

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Use their voice to engage in discussions that promote the freedoms and common good for all.
- Make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. Dr. Martin Luther King Jr. was influential in our country’s history and used his voice to discuss freedoms.
2. Dr. Martin Luther King Jr. wanted to make our country a better place for all Americans.

Essential Questions: *Students will keep considering...*

- How can I make the world a better place?
- How can my choices be influential?

Standard	Students will know...	Students will understand...	Students will be able to ...
-----------------	------------------------------	------------------------------------	-------------------------------------

K.PPG.2A	decision -to decide something	Each person plays a role in making decisions. Decisions you make affect others.	Participate in democratic decision-making processes.
K.PPG.2C	respect -treating people the way you want them to treat you	Our actions affect others and it's important to consider the effects of our choices.	Explain what it means to make rules and how it is necessary to carry out or enforce rules.
K.TSSI.7A	resource -something that supports	Different resources can be used to support our learning. Not all resources can be used for the same purpose.	Identify library and media resources (videos, electronic resources, periodicals, and books)

EVIDENCE of LEARNING

<u>Understanding</u> 1, 2	<u>Standards</u> K.TSSI.7A	<p><u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): Students will be assessed by the teacher based on observation throughout the unit.</p> <p>Teacher will assess: Students' knowledge of different types of resources used throughout the unit and students' ability to understand how Dr. Martin Luther King Jr. impacted our world.</p> <p><u>Performance:</u> Mastery: Students will show understanding when they notice different resources give different types of information and that Dr. Martin Luther King Jr. impacted our world in a positive way.</p>	<u>R/R Quadrant</u> <u>21 Century</u> B
----------------------------------	-----------------------------------	--	---

Unit 3: Sample Activities

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
----------------------	------------------	--	--	----------------------------------

1,2	K.PPG.2AK .PPG.2C.K TSSI.7A	<p>1. Who was Dr. Martin Luther King Jr.? Students will:</p> <ul style="list-style-type: none"> ● Know who Dr. Martin Luther King Jr. is. ● Understand why Dr. Martin Luther King Jr. felt the change was needed. ● Be able to identify Dr. Martin Luther King Jr.'s impact on our nation's history. <ul style="list-style-type: none"> ○ Read the book Martin's Big Words written by Doreen Rappaport. ○ After reading the story, have a whole-group discussion about how the color of our skin does not define us. ○ Explain to the class that Martin Luther King Jr. believed the content of our character was more important than the color of our skin. ○ Therefore, he chose to spend his life trying to make people more accepting of others. 	Setting Objectives	B/C Collaboration Communication Critical Thinking Creativity Citizenship Character
1,2	K.PPG.2AK .PPG.2C.K TSSI.7A	<p>2. The Life of Dr. Martin Luther King Jr.: Students will:</p> <ul style="list-style-type: none"> ● Know who Dr. Martin Luther King Jr. is. ● Understand Dr. Martin Luther King Jr.'s impact on our nation's history. ● Be able to identify important events in Dr. Martin Luther King Jr.'s life. <p>Activity:</p> <ul style="list-style-type: none"> ● The teacher will remind the students what they learned about Martin Luther King Jr. and how he wanted to change the way people viewed and accepted others. ● Today we will take a closer look at the life and events that shaped Martin Luther King Jr. and eventually impacted our nation's history. ● Read Martin Luther King Jr. nonfiction book and ask students to listen for key details about what he 'Was, Had, and Wanted' in order to complete a flow chart following the story. ● Present students with an anchor chart in which they can fill in key details from the text to complete each section. <ul style="list-style-type: none"> ○ Turn and talk with a partner to share ideas of facts that should go in each section as the teacher records the answers on the chart. 	Setting Objectives Nonlinguistic Representation Cooperative Learning	C 21C Collaboration Communication Critical Thinking Creativity Citizenship Character
1,2	K.PPG.2AK	<p>3. Change the World: Students will:</p>	Setting	B/C

	.PPG.2C.K TSSI.7A	<ul style="list-style-type: none"> ● Know Martin Luther King Jr. impacted our nation’s history. ● Understand how one’s choices could impact others. ● Be able to identify Martin Luther King Jr.’s legacy. <p>Activity:</p> <ul style="list-style-type: none"> ● Prior to beginning this lesson, discuss how there are so many wonderful things about our world, but that the world also needs help. Encourage them to think about what matters most to their hearts. Add on how real change comes with passion and passion is about more than thinking something is important. It’s about feeling in your heart that something must be done and acting on it. Dr. King’s life can teach so many lessons and the lesson that one person can make a difference is what this is all about. So today students will create a ‘Dream’ you have to make the world a better place. ● Start by painting your world. You may prefer to have them paint on a sheet of paper and then have them cut later because they will fill more of the paper that way. Let dry. ● Next, have them trace their hands and cut them out. ● Brainstorm suggestions for how students can make a difference with their actions to impact the world as Dr. King Jr. did during his lifetime. ● Have them write how they will change the world. ● Glue the hand on to the world. ● Students will conclude the activity by sharing their dream with a small group and encourage each other by giving positive feedback for making their ‘dreams’ come true! 	Objectives	Collaboration Communication Critical Thinking Creativity Character Citizenship
--	----------------------	---	------------	---

Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- **Bookflix**
 - *Martin’s Big Words*-Bookflix People and Places tab 9-12
 - *Martin Luther King Jr.* - Bookflix People and Places tab 9-12
- brown egg and white egg (for the optional lesson)
- Was, Had, Wanted chart

Student Resources:

- Blue paint
- Green paint
- 2 sheets of white paper each
- scissors
- pencil

Vocabulary:

- **fairness**- treating everyone equally despite any differences
- **discriminate**- treat someone differently based on a physical trait
- **segregation**-setting someone or something apart from others

Unit 4: Needs and Wants

Content Area: Social Studies	Course: Kindergarten	UNIT: Wants and Needs
-------------------------------------	-----------------------------	------------------------------

Unit Description: Students will participate in various activities to distinguish between needs and wants. They will also be able to name common physical, social, and emotional needs.	Unit Timeline: 4-8 weeks
--	------------------------------------

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be responsible citizens who make informed decisions.
- Contribute to living in a democratic society successfully and peacefully.
- Make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. We need food, shelter, water, and air to survive. All of these things are in our environment.
2. A want is something you wish you had.

3. Goods and services can provide for needs or wants.

Essential Questions: Students will keep considering...

- How do we get what we need from our environment?
- What is the difference between wants and needs?
- What is the difference between a good and a service?
- How do you acquire things that you want or need?

Standard	Students will know...	Students will understand....	Students will be able to ...
K.ECP.4.A	scarcity -lack of something	Scarcity issues can sometimes be solved in a variety of ways; others times it can't.	Identify examples of scarcity.
K.ECP.4A	opportunity cost - something that must be given up to get something else	All choices have costs.	Identify examples of opportunity cost.
K.RIG.6.A	needs -requirements necessary for you to function and live	People have common physical, social, and emotional needs: water, shelter, food, air, love, etc.	Name common physical, social, emotional needs.
K.TSSI.7A	resource -something that supports	Different resources can be used to support our learning. Not all resources can be used for the same purpose.	Identify library and media resources (videos, electronic resources, periodicals, and books).

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <u>Description of Assessment Performance Task(s):</u>	<u>R/R Quadrant</u> <u>21 Century</u>
----------------------	------------------	--	--

		<p>here. The Mitten Online Activity</p> <ul style="list-style-type: none"> The teacher will restate what scarcity means and have students explain how it relates to the story. <p>Materials: <i>The Mitten</i> by Jan Brett Mitten sorting interactive activity</p>		
1, 2	K.ECP.4A	<p>2. Scarcity: Students will:</p> <ul style="list-style-type: none"> Know ways to solve scarcity. Understand what scarcity means. Be able to identify examples of scarcity. <p>Activity:</p> <ul style="list-style-type: none"> The teacher will remind the students that scarcity is what occurs when there isn't enough of something to meet the demand for it. In <i>The Mitten</i> there was a scarcity of space. Ask the students if they have ever experienced scarcity. Pose a couple of examples. <ul style="list-style-type: none"> How many people can go down a slide at one time? What if there are five people and only one cookie? On chart paper, list some things that can be scarce across the top (to create columns). Call on the students to contribute to the list. You may need to prompt them-e.g., not enough places for people to live, not enough money, not enough food. Now, in each column, ask the students to think of ways to solve this scarcity problem (e.g., build taller buildings, get a job, plant more crops, etc). Remind the students that in the story yesterday the animals had a problem of not having enough space for everyone. Ask the students how they think the animals could have avoided the big mess at the end of the story. How might the animals have solved their scarcity problem in a different way? Have students share with a partner. Call on a couple of students to share their answers with the class. <p>Materials: <i>The Mitten</i> by Jan Brett</p>	Setting Objectives	A Collaboration Communication Critical Thinking Citizenship
2,3	K.ECP.4A	<p>3. Opportunity Cost: Students will:</p> <ul style="list-style-type: none"> Know what opportunity cost means. Understand you must give up something to get something else. 	Cooperative Learning	B Collaboration Communication

		<ul style="list-style-type: none"> ● Be able to identify the choices we make every day and the cost of each choice. <p>Activity:</p> <ul style="list-style-type: none"> ● Begin a discussion about making choices. Ask the students to tell you some of the choices that they made before coming to school. ● As the students provide examples, make a list of these examples on the board. Then ask that student what they did not choose to do instead and write this example next to their "choice". Before moving from one student to the next, ask that student if the thing they did not choose was the next best thing that they could have chosen to do. If not, have the student provide an example of what the next best choice would have been. Explain to the students that the next best thing that they didn't choose is their "<u>Opportunity Cost</u>". (Definition: The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another; e.g., if they chose to brush their teeth, their opportunity cost might be eating candy.) ● Discuss with them whether or not the choice they made was good or bad and why. Once the concept of "opportunity cost" is understood, tell the students that you will be spending the day recording decisions that are made. ● Using a chart paper, divided into two columns with one column "choice" and the other "opportunity cost", list the choices made during the day. During the day, provide opportunities for the class to vote on things like whether to do the math first or do puzzles first. Record the choices and at the end of the day discuss whether they made good decisions. Circle the ones students think should have been made differently and discuss what they should have considered when they were making those choices...Remember, the list can include academics, activities, or behavior. Try to keep the list relevant to the class as a whole and not individuals. ● In conclusion, ask students to determine whether the scenario is a 'good choice' or 'poor choice' based on what they've learned about opportunity cost. 	<p>Providing Feedback</p> <p>Note-taking</p>	<p>Critical Thinking Citizenship Character</p>
--	--	--	--	--

		<ul style="list-style-type: none"> ○ Scenario 1: You have homework due the next day, and you decide to go out and play with your friends until bedtime. <ul style="list-style-type: none"> ■ Answer: Bad Choice-you should have done your homework before going out to play, because now your homework is not finished and your teacher will be unhappy. ○ Scenario 2: Your mom asked you to clean up your room so you will be able to be a part of Family Movie Night. You decide to clean up right away. <ul style="list-style-type: none"> ■ Answer: Good Choice-you are able to join Family Movie Night because you got the job done right away. ○ Scenario 3: You have a bag of candy in your bedroom. You decide to sneak several pieces without telling your parents for several months. The next time you go to the dentist you have a cavity. <ul style="list-style-type: none"> ■ Answer: Bad Choice- you made the choice to eat the candy knowing it was bad for your teeth, and you should have been honest with your parents. 		
1,2	K.RIG.4.A K.RIG.6.A	<p>3. This OR That: Students will:</p> <ul style="list-style-type: none"> ● Know they cannot have everything they want. ● Understand wants vs. needs. ● Be able to identify opportunity costs associated with choices. <p>Activity:</p> <ul style="list-style-type: none"> ● Follow along with the story poem and print a copy of the poem. ● In the story poem, Scarcity does not understand that the world is “this OR that,” not “this AND that”. In other words, when you make a choice, you have to give up something else, which is the cost of the choice. Scarcity is limited to one toy as a gift from Mother for her birthday. Then, Scarcity is limited to one toy as a gift from Mother for Christmas. But Scarcity does not believe it is fair, or right, to have to choose. She does not want to pay the cost of having to give something up when she makes a choice. She wants every toy that she can see. <p>Click on the word to look at the definition of scarcity and opportunity cost .</p>	Setting Objectives	A Collaboration Communication Critical Thinking Citizenship Character

		<p>Discussion questions:</p> <ol style="list-style-type: none"> Scarcity does not understand the difference between “this AND that” and “this OR that”. What is the difference? <i>[Discuss with the students the meaning of the words “AND” and “OR”. Discuss why Scarcity cannot have everything in life that she wants. For example, Scarcity cannot have every toy that she wants, every piece of candy that she wants or every pet that she wants, and so on.]</i> Why does Scarcity want every toy on the magic tree? <i>[Because she does not understand scarcity; that she cannot have it all. Discuss with the students why we cannot have everything we want because of limitations, such as time and money.]</i> There are 10 gifts on a tree. Select two gifts. Mother says it's OK to get one of the two gifts, but not both. You must choose between two gifts. What is the opportunity cost of this choice? <i>[The answer varies. It may be the eight gifts on the tree if a student wants all the toys, plus other costs. The student also has to give up their other toy of choice. Other costs might include the following: playing with a friend, riding a bike, eating candy, etc. See the discussion on opportunity and cost below.]</i> <p>Materials: Scarcity poem</p>	Cues, Questions, Advance Organizer	
2,3	K.RIG.6A K.TSSI.7A	<p>4. Needs and Wants: Students will:</p> <ul style="list-style-type: none"> Know the difference between needs and wants. Understand we meet our needs first. Be able to identify needs vs. wants. <p>Activity:</p> <ul style="list-style-type: none"> The teacher will show a Brain Pop Jr. video, Needs and Wants. The teacher will ask the students to work with a partner to think of different needs and wants. <ul style="list-style-type: none"> Partners will take turns naming a need or a want and their partner has to determine what it is. 	Setting Objectives Cooperative Learning	B Collaboration Communication Critical Thinking Citizenship Character

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ If partner has a difficult time determining the answer, encourage their partner to give them a 'tip, tip, tell' to help figure it out. ● Do the Healthy Wants vs. Fun Wants sorting activity. Separate the items in the activity based on wants that are fun to have and wants that help us stay healthy. <i>[Generally, the bottle of medicine, doctor, water, and shelter would be identified as wants that are required to keep us healthy. The rest of the items are wants that are fun to have, but are not required to keep us healthy.]</i> ● Have students explain to their partner what makes a need and what makes a want. <p>Materials: Needs and Wants Brainpop Jr. video Healthy Wants vs. Fun Wants interactive sort</p>		
--	--	---	--	--

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

- chart paper
- markers

Literature

- *The Mitten* by Jan Brett

Brain Pop Jr.:

- Needs and Wants

Other Resources:

- Scarcity poem- see link in Lesson 3.
- Healthy Wants vs Fun Wants sort- see link in Lesson 4.
- Definitions for scarcity and opportunity cost- see link in Lesson 4.
- Mitten sorting activity- see link in Lesson 1.

Vocabulary:

- **needs**-requirements necessary for you to function and live
- **opportunity cost**- something that must be given up to get something else
- **scarcity**-lack of something

- **wants**-anything else that we don't need to function or live