

# Kindergarten Social Studies Curriculum Overview Document

## AASD Instructional Framework for Social Studies

The answers to tomorrow's problems cannot be found in the back of a textbook. The skills needed in the modern workplace are not practiced on a worksheet. In the Appleton Area School District, inquiry-based social studies is a student-centered learning process that differentiates learning and assessment while promoting a growth mindset through self and peer reflection. Inquiry starts with a compelling question, moves through a rigorous investigation and culminates in an argument or action. The inquiry-based curriculum develops the skills and builds content knowledge students need to succeed in the present and the future. An inquiry classroom supports teachers to regularly scaffold students, therefore students are engaged and gain greater independence in the use of these skills. Student voice and choice is honored and fosters a culture of equity and collaboration.

The intentionally-designed curriculum contains rigorous standards-based content in an authentic context that is interesting to students, elevates student work by ensuring a public platform for presentation and encourages lifelong learning. (for example: students are encouraged to think as; economists, historians, political scientists etc...). Teachers are empowered to implement a scope and sequence aligned to the Wisconsin State Social Studies Standards that is integrated with Wisconsin English Language Arts Standards and the Collaborative for Academic, Social, and Emotional Learning Competencies. The curriculum promotes: the reading of diverse and complex texts (primary and secondary), building academic vocabulary, evaluating sources and using evidence when writing from sources.

The social studies curriculum is comprehensive and is built on a model of change that includes; practice-based professional learning, blended curriculum and assessment, instructional leadership, and professional learning communities which helps teachers develop their practice of inquiry. Each unit of inquiry targets 21st Century Skills, which are designed to ensure students are prepared to thrive in college, career, and civic life.

### Board Approved

May, 2007

### Revised

June, 2020

## Required Assessments

### Social Studies Balanced Assessment System

Pre-Assessment	The inquiry units contain pre-assessment tasks that provide teachers the opportunity to gauge the prior knowledge and skills of students. These pre-assessments occur at the beginning of the Launch of every unit.
Formative Assessments	The inquiry units include formative assessment tools in every lesson, from teacher checklists to student-created responses. Assessment tools contain or connect to specific look-fors that align to lesson objectives and build toward the objectives of the Inquiry Question. These tools assess understanding and skills across a diverse set of tasks, including written claims, creative responses, and others.
Checkpoint Assessments	Checkpoint Assessments are aligned to the objectives of the Inquiry Question and are designed to check understanding of concepts and development of skills throughout that set of lessons. These tools prompt students to draw conclusions and demonstrate understanding in diverse ways, often through formal performance tasks.

## Resources

[Wisconsin Social Studies Standards](#)

[Kindergarten AASD Essential Social Studies Standards](#)

[inquirED Inquiry Journeys Scope and Sequence](#)

**inquirED Online Platform- Lesson materials and resources for each social studies unit**

**inquirED Embedded Learning- Research-based strategies and support for teachers inside every lesson**

## AASD Guiding Principles for Teaching and learning K-6 Social Studies

- Inquiry is at the heart of social studies and surrounds the content
- Social studies prepares our students for work, life, and citizenship
- Creativity, collaboration, communication, critical thinking, problem solving are valued
- Social studies should be intra and interdisciplinary with explicit integration with ELA, complimenting each other
- Social studies must regain a more balanced and elevated role in K-12 curriculum

## AASD Foundations for K-6 Social Studies

**Inquiry-** Teaching social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

**Behavior Sciences-** Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.

**Economics-** Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.

**Geography-** Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.

**History-** Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.

**Political Science-** Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

## Social Studies Inquiry Overview

### Launch: Inquiry

Inquiry is an exciting and energizing way to engage students' hearts and minds while covering content and meeting standards. When students are curious, they focus more clearly and look more deeply. Teachers launch inquiry by creating an active and lively space where children make choices and take responsibility for their own learning. Students learn ways to demonstrate their own curiosity while investigating themselves and their classmates. They are encouraged to ask questions and keep track of new learning. During launch, students partner up to gather information, build knowledge, and then share their learning with others.

### Compelling Question: How Do We Live a Life of Wonder and Curiosity?

**Essential Questions:** *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

- How does what I wonder connect to what I know?
- How can I keep track of my new learning?
- How can I combine all the things I have learned?
- How can I share my learning in a variety of ways?

### Social Studies Standards

**Inquiry:** Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, Inq4.a, Inq4.b

### Unit 1: Navigating School

In order for students to feel a sense of agency in their school environments, they must first understand the physical locations of their school that are important to them and the people who interact with them throughout their school day. This unit helps students develop a strong foundation from which to understand their own role in school and how they can make choices that will make school a great place for themselves and those around them.

### Inquiry Question: How can we make school a great place for everyone?

#### Investigation Modules:

#### What does it mean to navigate school?

Students unpack what it means to navigate school physically and socially by exploring the locations, activities, and behavioral norms.

#### Who is here to help me?

Students investigate and show appreciation for school helpers. They draft and critique questions, and then conduct an interview to learn more about the people and work that help to make school a great place.

#### How can I help others?

Students learn the importance of rules and norms in a community, and the role that kindness plays in making school a happy and productive place for all. After reflecting on learning throughout the unit, students make a claim about how they can help make school a great place.

#### How can I be a problem solver?

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. Students conclude this module by working together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

### Social Studies Standards

**Inquiry:** Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, SS.Inq4.a, Inq4.b, Inq5.a

**Behavioral Science:** BH1.a

**Economics:** Econ4.b

**Geography:** Geog1.c, Geog1.b

**History:** Hist1.a

**Political Science:** PS2.a, PS2.c, PS3.d, PS4.a, PS4.b

### Unit 2: My Team and Self

Discovering what you can do together begins with understanding who you are: your physical identity, your family and cultural identity, special qualities, strengths, and challenges. This unit explores these essential elements of identity and helps students recognize how they can contribute to their class community and their own learning. They explore how diversity makes a team more powerful and how they can work together to accomplish amazing things.

### Inquiry Question: How can we unite to build a powerful class community?

#### Investigation Modules:

#### Who am I?

Students investigate the many aspects of personal identity. They study famous artist portraits and create self-portraits to reflect their own identity. They describe their families and the influence their families and culture have on their identities. Then, they present their learning to an audience.

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

Students identify different powers that they possess to contribute to their own learning and the greater classroom community. They work to honestly view their strengths and challenges in order to set goals for continued improvement.

**How do our differences make our class community powerful?**

Students explore how diversity and difference make for a more vibrant and powerful learning community. They practice using words and actions that show acceptance, respect, and appreciation for differences, both in themselves and others.

**How does working together make us a powerful class team?**

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. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

**Social Studies Standards**

**Inquiry:** Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, SS.Inq4.a, Inq4.b, Inq5.a

**Behavioral Science:** BH1.b, BH2.a

**Economics:** Econ5.a

**Geography:** Geog1.b

**History:** Hist3.a, Hist3.b, Hist4.c

**Political Science:** PS1.a, PS3.a, PS3.d, PS4.a, PS4.b

**Unit 3: Past, Present and Future**

Understanding our past experiences and the wisdom gained from those experiences is integral to planning for our future. The greater mastery we have of how time's patterns and cycles structure our past and present lives, the better we will be able to prepare for what's to come. This unit explores the essential elements of time and how tracking and sharing our journey through time is a way of sharing the unique stories that have made us who we are.

**Inquiry Question: How can we use wisdom from the past to build a better future?****Investigation Modules:****How is time a part of every story?**

Students begin to explore time by investigating the concepts of past, present, and future. They consider how the past, present, and future are a part of every story, including their own. They evaluate both fiction and nonfiction sources, observe time passing, and learn to look for clues that help them identify when in time things might have occurred. They combine their learning from the module to create an autobiographical statement about their past, present, and future that becomes the starting point for building a personal timeline later in the unit.

**How can we make sense of time passing?**

Students make sense of time passing by investigating cycles and patterns. They discover that we can see time passing by looking at the changes that happen around us, such as when seasons change or people grow older. They also consider how some things stay the same, how cycles repeat, and how people track time in similar ways to make plans together. They use their new understanding of time to make predictions and plan for the future with a partner and independently.

**How can we share what happens over time with others?**

Students explore different types of timelines. They make a list of important events from their own life and put them in order to create a Personal Timeline. Then, students reflect on their work and make a plan to improve their timeline through peer critique. Finally, they share their timelines with peers and consider the importance of sharing what happens over time with others.

**How can we learn from our own and others' experiences over time to impact our 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. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

**Social Studies Standards**

**Inquiry:** Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, SS.Inq4.a, Inq4.b

**Behavioral Science:** BH2.b

**Economics:** N/A

**Geography:** Geog2.b, Geog4.a

**History:** Hist2.a, Hist2.b, Hist2.c, Hist3.a, Hist3.b, Hist4.c

**Political Science:** PS3.b