

# Kindergarten: Self and Others

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to chronicle family events in order to identify personal perspective and recognize change over time.</li> <li>Students will demonstrate the ability to identify their rights and responsibilities at home and in the classroom in order to describe social and political systems of the classroom.</li> <li>Students will demonstrate the ability to distinguish between saving and spending in order to describe economic decision making.</li> <li>Students will demonstrate the ability to describe the reciprocal relationships between human and physical systems by using classroom maps and identifying environmental characteristics.</li> <li>Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</li> <li>Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</li> <li>Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</li> <li>Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>Civ.1.K-2. Describe roles and responsibilities of people in authority.</li> <li>Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</li> <li>Civ.7.K-2. Apply civic virtues when participating in school settings.</li> <li>Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect, for legitimate authority and rules.</li> <li>Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</li> <li>Civ.10.K-2. Compare their own point of view with others' perspectives.</li> <li>Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</li> <li>His.1.K-2. Create a chronological sequence of multiple events.</li> <li>His.4.K-2. Compare perspectives of people in the past to those of people in the present.</li> <li>Eco.1.K-2. Explain how scarcity necessitates decision making.</li> <li>Eco.2.K-2. Identify the benefits and costs of making various personal decisions.</li> <li>Eco.5.K-2. Identify prices of products in a local market.</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>that places in the classroom can be located using directions (in front, next to, under, etc..)</li> <li>that a globe represents the Earth.</li> <li>that maps can be used to represent places.</li> <li>that classrooms are made up of diverse people and students.</li> <li>that members of a classroom deserve to be heard and they deserve respect.</li> <li>that children have basic rights (as members of a family, classroom, community, and nation).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>constructing and using maps, graphs, and other representations.</li> <li>describing roles and responsibilities.</li> <li>applying civic virtues in school settings and following rules.</li> <li>describing democratic principles.</li> <li>comparing one's point of view with others' perspectives.</li> <li>collaborating with others to make decisions.</li> <li>sequencing multiple events.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Eco.6.K-2. Explain how people earn income.</li> <li>• Eco.10.K-2. Explain why people save.</li> <li>• D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> <li>• D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</li> <li>• D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms</li> </ul> | <ul style="list-style-type: none"> <li>• that people have physical characteristics (height, eye and hair color, age, race, ethnicity, gender, etc.).</li> <li>• that people change and grow over time.</li> <li>• that individuals have likes, dislikes, talents, and skills.</li> <li>• that people learn in different ways.</li> <li>• that opinions can be different, but not wrong.</li> <li>• that rules are important because they keep people safe and healthy.</li> <li>• that children can help to create classroom rules.</li> <li>• that children have responsibilities at home and in the classroom.</li> <li>• that classmates and teachers work together to solve problems.</li> <li>• that good and bad choices have different consequences.</li> <li>• that when there are not enough supplies they need to share.</li> <li>• that products have a cost.</li> <li>• that adults have different kinds of jobs.</li> <li>• that an adult earns an income to provide needs and wants for the family.</li> <li>• that people pay for goods and services.</li> <li>• that the weather is different at different times of the year in different places around the world.</li> <li>• that events happen in sequential order.</li> <li>• that U.S. residents recite the Pledge of Allegiance and share patriotic songs (“The Star Spangled Banner”, “America the Beautiful”, etc..)</li> <li>• that all families have a history or past.</li> <li>• that families change over time.</li> </ul> <p><u>vocabulary:</u> responsibility, fair, respect, opinion, compromise, sharing, choices, decisions, cost, income, jobs, careers, want, needs, cost, map, globe, directions, seasons, sequence, past, present, future</p> | <ul style="list-style-type: none"> <li>• comparing the past to the present.</li> <li>• explaining impact.</li> <li>• taking informed action.</li> </ul> |
| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |
| <i>not applicable</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• solve problems</li> <li>• think creatively</li> <li>• communicate clearly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                         |

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|  | <ul style="list-style-type: none"><li>• <i>collaborate with others</i></li><li>• <i>be self-directed learners</i></li></ul> |
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| Stage 2 - Evidence         |                            |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |