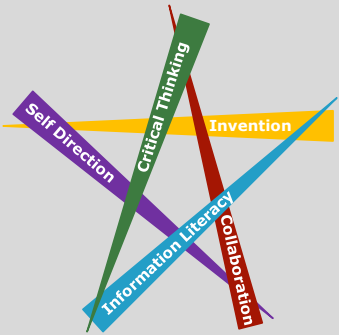


**Curriculum Development Course at a Glance
Planning For Kindergarten Social Studies**

Content Area	Social Studies	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Ask questions, share information and discuss ideas about the past	SS09-GR.K-S.1-GLE.1	
	2. The first component in the concept of chronology is to place information in sequential order	SS09-GR.K-S.1-GLE.2	
2. Geography	1. People belong to different groups and live in different settings around the world that can be found on a map or globe	SS09-GR.K-S.2-GLE.1	
3. Economics	1. Ownership as a component of economics	SS09-GR.K-S.3-GLE.1	
	2. Discuss how purchases can be made to meet wants and needs (PFL)	SS09-GR.K-S.3-GLE.2	
4. Civics	1. Participate in making decisions using democratic traditions	SS09-GR.K-S.4-GLE.1	
	2. Civic participation takes place in multiple groups	SS09-GR.K-S.4-GLE.2	

Colorado 21st Century Skills




Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Historical Investigations

- Analysis of sources and perspectives
- Students as historians

Contemporary Connections

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Civic/Democratic life

- Community roles/responsibilities
- Civic participation

**Awareness
Analysis
Action**

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
How/Why Do Things Change Over Time and By Location?	6 weeks	1
How Do I Fit in My Community?	6 weeks	2
How Do I See Things?	6 weeks	3
What Happened?	6 weeks	4

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Unit Title	How/Why Do Things Change Over Time and By Location?		Length of Unit	6 weeks
Focusing Lens(es)	(Personal) Change/Continuity	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.K-S.1-GLE.1 SS09-GR.K-S.1-GLE.2 SS09-GR.K-S.2-GLE.1 SS09-GR.K-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why don't you raise your hand when you have a question to ask at home? (SS09-GR.K-S.4-GLE.1-RA.2) • Are there any rules that are the same in kindergarten as in pre-school/daycare? Are some different? What do you think the rules will be in 5th grade? Why do you think they might change? (SS09-GR.K-S.1-GLE.1-EO.a; IQ.1, 2, RA.2) • Are there rules that we've made after noticing something wasn't working in our classroom? • How were school rules for your parents similar or different than ours today? (SS09-GR.K-S.1-GLE.2-EO.b; IQ.1) 			
Unit Strands	Civics, History, Geography			
Concepts	Differences and similarities, rules, events, environment, map, globe, physical locations, expectations			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Schedules and routines structure patterns of behavior in order to help people meet expectations tied to specific contexts and places (SS09-GR.K-S.1-GLE.1-EO.a; N.3)	Do you notice any changes in our schedule from day to day? (SS09-GR.K-S.1-GLE.2-IQ.3) How is the schedule the same today as yesterday? (SS09-GR.K-S.1-GLE.2-IQ.3)	Why is it important to pay attention to have a schedule?
Long standing rules develop after recognizing patterns in causes and effects in various situations (SS09-GR.K-S.4-GLE.1-EO.c)	Why did we create this (____) rule in our classroom? (SS09-GR.K-S.4-GLE.1-EO.a)	How can you keep a problem from continuing to happen?
Rules are often depend upon characteristics of different physical environment and affect behavior in that environment (SS09-GR.K-S.4-GLE.2-RA.1, 2)	What is one thing you are allowed to do at home that you cannot do at school? (SS09-GR.K-S.4-GLE.2-RA.1) What is one thing you are allowed to do at home that you cannot do at friend's houses? (SS09-GR.K-S.1-GLE.2-IQ.3)	How does your behavior adapt to different environments?
Rules change over time to reflect altered beliefs about responsibilities and/or behavior (SS09-GR.K-S.1-GLE.1-EO.b) and (SS09-GR.K-S.1-GLE.1-EO.b)	What are examples of our school's past rules? (SS09-GR.K-S.1-GLE.1-IQ.1)	What do rules say about what we value?

**Curriculum Development Overview
Unit Planning for Kindergarten Social Studies**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Personal examples of changes that occurred over time (SS09-GR.K-S.1-GLE.2-EO.a, b) • The definition of schedules and routines (SS09-GR.K-S.1-GLE.2-EO.c) • Examples of rules from the past and today • The order to the events in a school day (SS09-GR.K-S.1-GLE.2-EO.c) • The definition of physical environment • Examples of specific rules that apply in different physical environments 	<ul style="list-style-type: none"> • Identify different physical environments • Explain different forms of behavior for particular physical environments (e.g., home, school) • Compare and contrast characteristics of different locations • Understand when to use a map and a globe • Compare/contrast rules from present and past

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>In school, we have schedules and rules that may look different than the rules and schedules from other times or in other locations.</i></p>
<p>Academic Vocabulary:</p>	<p>Physical environment, setting, map, rules, past, present</p>
<p>Technical Vocabulary:</p>	<p>Globe, location</p>

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Unit Title	How Do I Fit in My Community?		Length of Unit	6 weeks
Focusing Lens(es)	(Personal) Responsibility	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.K-S.3-GLE.1 SS09-GR.K-S.3-GLE.2 SS09-GR.K-S.4-GLE.1 SS09-GR.K-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What would it be like if we didn't have rules? (SS09-GR.K-S.4-GLE.1-EO.c; IQ.1; RA.1; N.3) • What is fairness? • How can we be fair? (SS09-GR.K-S.4-GLE.1-EO.a; IQ.2, 3; RA.1, 2; N.3) • What happens when people don't treat each other fairly? 			
Unit Strands	Civics, Economics			
Concepts	Community responsibility, class rules, authority citizenship courtesy, fairness honesty, democratic voting, civic participation, conflict, security, stability, wants, needs			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Understanding and following rules create secure and stable communities (SS09-GR.K-S.4-GLE.1-EO.e; IQ.1; RA.1)	What are our class rules? Who wrote our class rules? (SS09-GR.K-S.4-GLE.1-EO.b)	Why are rules important? Who should be involved in writing the rules? (SS09-GR.K-S.4-GLE.1-EO.a)
Responsible citizenship entails civic participation and builds strong communities (SS09-GR.K-S.4-GLE.2-EO.a, b, c; IQ.1; RA.1, 2; N.1, 2)	What listening and cooperating skills demonstrate good citizenship and civic participation in our classroom?	How are characteristics of a responsible citizen demonstrated? (SS09-GR.K-S.4-GLE.2-IQ.1)
Responsible citizens participate in democratic decision-making (SS09-GR.K-S.4-GLE.1-EO.d,e; IQ.3; RA.2; N.2)	What are some forms of decision-making that we use in this classroom? How does voting a form of decision-making? (SS09-GR.K-S.4-GLE.2-IQ.3)	How can people in a community work together to fairly resolve an issue or conflict? (SS09-GR.K-S.4-GLE.2-IQ.2)
Citizens who make responsible choices are better able to differentiate between wants and needs (SS09-GR.K-S.3-GLE.2-EO.a; IQ.1; RA.; N.1)*	What needs help us understand how to act responsibly in our classroom?	How can confusion around wants and needs lead to conflict?
Limited resources require sharing if everyone is going to have a portion of the resources (SS09-GR.K-S.3-GLE.1-EO.b; IQ.1, 2, 3, 4, 5; RA.1; N.2)	There is only one _____ in our class, but two students want to use it. How can they handle the problem fairly?	How are resources distributed fairly within a classroom community?

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • (Our) school and (our) class rules (SS09-GR.K-S.4-GLE.1-EO.b) • Characteristics of an active and helpful member of (our) school and classroom (SS09-GR.K-S.4-GLE.2- EO.c; IQ.3, RA.2) • The attributes of a cooperative learner in (our) classroom (SS09-GR.K-S.4-GLE.2-EO.c; IQ.3, RA.2) • Recognize similarities between class/school rules and community rules (SS09-GR.K-S.4-GLE.1-EO.e) • Identify the limited resources in (our) classroom (SS09-GR.K-S.3-GLE.1-EO.a, b; IQ.2, 3, 4; RA.1; N.2) 	<ul style="list-style-type: none"> • Explain/promote fairness and conflict resolution (SS09-GR.K-S.4-GLE.1-EO.a; IQ.3, RA.1; N.3) • Contribute to making and maintaining a community (SS09-GR.K-S.4-GLE.1-EO.d; RA.2; N.2) • Demonstrate positive citizenship skills such as courtesy, honesty and fairness (SS09-GR.K-S.4-GLE.2- EO.c) • Work productively in both independent and cooperative learning situations (SS09-GR.K-S.4-GLE.2- EO.c; IQ.3, RA.2) • Reason and work through situations with peers in order to share resources (SS09-GR.K-S.3-GLE.1-EO.b; IQ.2,3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A responsible member of this (class) community contributes to and understands our beliefs about fairness and civic participation.</i></p>
<p>Academic Vocabulary:</p>	<p>Rules, responsibility, fairness</p>
<p>Technical Vocabulary:</p>	<p>Community, citizenship, democracy, civic participation, voting</p>

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Unit Title	How Do I See Things?		Length of Unit	6 weeks
Focusing Lens(es)	(Personal) Perspectives	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.K-S.1-GLE.1 SS09-GR.K-S.2-GLE.1 SS09-GR.K-S.3-GLE.1 SS09-GR.K-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do you know the difference between wants and needs? (SS09-GR.K-S.3-GLE.2-EO.a,b)* • What are some of the differences between the things your family needs and wants? (owns) (SS09-GR.K-S.3-GLE.1-EO.a) • How do the things you want or need differ from what people in other communities (or from what your friends) want or need? (SS09-GR.K-S.1-GLE.2-EO.b) • What would it be like to live in your friend's house? 			
Unit Strands	Geography, Economics, History,			
Concepts	Cause and Effect, sharing, ownership, scarcity, wants and needs, choices, responsibility, community, opinion, location(s)			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Wants and needs can vary by community depending on the scarcity of resources (SS09-GR.K-S.3-GLE.1-EO.a,b; IQ. 2, 3, 4; RA.1; N.2)	What are some unique needs for our community members (e.g., coat drives)? (SS09-GR.K-S.3-GLE.2-EO.a)*	Do all the members of a school community have the same wants and needs?
Basic needs, determined by environmental characteristics, often differ from place to place (SS09-GR.K-S.2-GLE.1-EO.b)	What would happen if you wore your snow suit to the pool?	Why is important to know characteristics environment?
Maps and globes, as representational tools, organize information about the different places where people live (SS09-GR.K-S.2-GLE.1-EO.c)	How can maps and globes help us locate our own (and different) locations/environments?	Why are maps important?
People perceive events and environments differently (SS09-GR.K-S.3-GLE.1-EO.b)	What is example of a personal want that turned out to be someone else's need? (SS09-GR.K-S.3-GLE.2-EO.a)*	How can perception of an event or environment change our needs/wants?

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Different examples of want and needs in our classroom will have a consequence (SS09-GR.K-S.4-GLE.1-EO.a, c; IQ.2; RA.2; N.3) • Difference between their own personal wants and needs and those of other students in our classroom (SS09-GR.K-S.3-GLE.2-EO.a; IQ.3)* • Physical environments are different around the world • Needs vary from place to place • Basic characteristics of maps and globes and their similarities/differences 	<ul style="list-style-type: none"> • Identify different wants and needs among their peers • Distinguish between personal wants and needs and the wants and needs of their peers • Identify different physical environments • Regulate their behavior to each particular physical environment • Compare and contrast characteristics of different settings • List basic needs in different settings (SS09-GR.K-S.3-GLE.2-EO.a)* • Distinguish between a map and a globe

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Needs and wants are dependent on characteristics of physical environments and can vary across time and place.</i></p>
<p>Academic Vocabulary:</p>	<p>Physical environment, setting, map, rules, places</p>
<p>Technical Vocabulary:</p>	<p>Globe, world, basic needs</p>

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Unit Title	What Happened?		Length of Unit	6 weeks
Focusing Lens(es)	(Personal) History	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.K-S.1-GLE.1 SS09-GR.K-S.1-GLE.2 SS09-GR.K-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why is it important to know the order of events? (SS09-GR.K-S.1-GLE.2-EO.a; RA.1) • What are the most important events in your life, so far? (SS09-GR.K-S.1-GLE.1-EO.a) • What do you think your day looked like when you were two? How does that day compare to now? What do you think your day will look like in first grade? (SS09-GR.K-S.1-GLE.2-EO.b) and (SS09-GR.K-S.1-GLE.2- IQ.2, 3, 4) • Why do we tell different stories about the same event? (SS09-GR.K-S.1-GLE.1-EO.b; RA.1) 			
Unit Strands	History, Geography			
Concepts	Differences, similarities, cause and effect, time (past, present, future), collective memory, family history, personal narrative			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Organized schedules and routines establish patterns in a person’s life and are tied to specific locations/contexts (SS09-GR.K-S.1-GLE.2-EO.a, c; IQ.1; RA.1) and (SS09-GR.K-S.2-GLE.1-EO.a, c)	What happened before you came to school today? What will you do tomorrow before school? What are examples of routines in other locations? (SS09-GR.K-S.-GLE.1-EO.a)	Is it important to pay attention to have a schedule? Why do people have different schedules/routines? (SS09-GR.K-S.2-GLE.1-IQ.1; RA.1)
Differences and similarities evident in the retelling of (past) events illuminate some of the complexities of history (SS09-GR.K-S.1-GLE.2-EO.a; N.1)	Name something that is different in our classroom from the beginning of the year? Name something that is the same now as it will be at the end of the year? (SS09-GR.K-S.1-GLE.1- IQ.1, 2)	What stays the same over time? What changes?
Organizing/constructing a personal narrative can aid understanding of significant life events (SS09-GR.K-S.1-GLE.1- IQ.1, 2, 3)	What are some of the major events in our lives? (SS09-GR.K-S.1-GLE.2-EO.c)	How do we know if an event or occurrence is significant?
Personal narratives illustrate the relationship between cause and effect in depicting the major events of people’s lives (SS09-GR.K-S.1-GLE.1-EO.c)	Can you name one cause and one effect in your life?	Which causes have the greatest effects?

Curriculum Development Overview
Unit Planning for Kindergarten Social Studies

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Examples (from students’ lives) of things that can be categorized in past, present and future. (SS09-GR.K-S.1-GLE.1-EO.a, c) and (SS09-GR.K-S.1-GLE.2-EO.a) • Examples of things remain constant over time (in students’ lives/families) (SS09-GR.K-S.1-GLE.2-EO.a, b) • Examples of things that change over time (in students’ lives/families) (SS09-GR.K-S.1-GLE.2-EO.a, b) • Examples of schedules and routines in diverse contexts (e.g., in students’ lives/families/schools) SS09-GR.K-S.2-GLE.1-EO.a) 	<ul style="list-style-type: none"> • Give an example of an event in their personal past, present and future (SS09-GR.K-S.1-GLE.2-N.1) • Identify something that will remain the same about themselves (SS09-GR.K-S.2-GLE.1-N.1) • Identify something about themselves that will change as they grow • Identify what are the events in their day • Sequence a series of events • Explain the sequence of the day based on previously established patterns • Identify differences in routines/behaviors that are based on unique contexts

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Time can be categorized into past, present and future, which can help us organize our own history and personal narratives.</i></p>
<p>Academic Vocabulary:</p>	<p>Same and different, past, present, future, sequencing, rules, time, narrative, memory</p>
<p>Technical Vocabulary:</p>	<p>History, collective memory</p>

* Denotes a connection to Personal Financial Literacy (PFL)