

K

# Changing Communities: Me, My Family and My School



Social Studies Curriculum  
Fairfield Public Schools

K

# Kindergarten: Me and My Community (9/08/2015) DRAFT

## **Description:**

In Kindergarten, students will engage in the study of themselves, their family, and their communities and learn how to participate and use effective citizenship skills. They will explore their classrooms, schools, neighborhoods, and home communities through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their communities requires that students generate and research compelling questions.

## Overview

### **Central Understanding (Goals)**

- Students will recognize what roles they play in their various communities (classroom, school, family, and Fairfield).
- Students will think about history as a concept and identify differences from past to present.
- Students will demonstrate an increase in awareness of how we are connected to the past.
- Students will demonstrate an understanding of geography and the use of maps and globes.

### **Compelling Questions:**

#### **HIST:**

- What are the similarities and differences between families' past?
- How were people in the past the same as people today?
- How do we learn about what happened in the past?
- Why were towns/communities created and how have they changed over time?

#### **CIV:**

- Why do we need rules?
- Why is it important to learn to work with others?
- What makes a community?

#### **ECON:**

- How do we take care of and share the resources we have?

#### **GEO:**

- How do we use maps and globes to learn about the world?
- How does weather and climate affect how you live?

## Changing Communities: Year at a Glance

**Trimester 1:** Me as a Citizen in my Community

**Trimester 2:** Me, My Family, My Community - making connections to the past

**Trimester 3:** Me, My Family, My Community and Geography

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.RI.K.3](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-Literacy.RI.K.8](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CCSS.ELA-Literacy.RI.K.9](#)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[CCSS.ELA-Literacy.SL.K.3](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Unit 1: Me as a Citizen in My Community

### Content Objectives:

#### Students will be able to:

- Examine the need for rules and consequences at home, at school, and in the community.
- Explore the roles, rights and responsibilities of being a good citizen within a family, school, and community.
- Analyze the roles people play within a family, school, and community.

### Unit Compelling and Supporting Questions

#### Compelling Questions

What is a community and how does it work?

What are the roles and responsibilities of citizens in a community?

#### Supporting Questions

##### HIST:

- How do our communities and the people who live in them change over time?

##### ECON:

- What does a community provide for people who live there?
- What are some of the resources my family? My school?

##### CIV:

- Why do we have police, firefighters, teachers and schools?
- What are our classroom and school rules and why do we need to follow them?
- How do people work together to make decisions?

##### GEO

- What are some of the physical features of my school and neighborhood?
- How does my family use maps?
- Why do different places on a map look different?

### Content Standards Emphasized in the Unit

#### C3 Inquiry Standards and Corresponding Connecticut Core Standards:

#### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

*CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1 Key academic vocabulary: questioning, opinion (argument), explanation, point of view*

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

### Change, Continuity and Context

**HIST K.1** Compare life in the past to life today.

**HIST K.2** Generate questions about individuals and groups who have shaped a significant historical change.

### Perspectives

**HIST K.3** Compare perspectives of people in the past to those in the present.

**HIST K.4** Identify different kinds of historical sources.

**HIST K.5** Explain how historical sources can be used to study the past.

**HIST K.6** Identify the maker, date, and place of origin for a historical source from information within the source itself.

**HIST K.7** Generate questions about a particular historical source as it relates to a particular historical event or development.

### Causation and Argumentation

**HIST K.8** Generate possible reasons for an event or development in the past.

### Civic and Political Institutions

**CIV K.1** Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)

**CIV K.2** Explain how all people, not just official leaders, play an important role in a community.

**CIV K.3** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

### Participation and Deliberation

**CIV K.4** Apply civic virtues when participating in school settings.

**CIV K.5** Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

### Processes, Rules, and Laws

**CIV K.6** Explain the need for and purposes of rules in various settings inside and outside of school.

**CIV K.7** Explain how people can work together to make decision in the classroom.

**CIV K.8** Identify and explain how rules function in public.

**CIV K.9** Describe how people have tried to improve their communities over time.

### Economic Decision Making

**ECO K.1** Explain how scarcity necessitates decision-making.

**ECO K.2** Identify the benefits and costs of making various personal decisions.

### Geographical Representations: Spatial Views of the World

**GEO K.1** Construct maps, graphs and other representations of familiar places.

**GEO K.2** Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.  
**GEO K.3** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Human-Environmental Interaction: Places, Regions, and Culture

**GEO K.4** Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

**INQ K–2.6** Gather relevant information from one or two sources while using the origin and structure to guide the selection.

**INQ K–2.7** Evaluate a source by distinguishing between facts and opinion.

**INQ K–2.8** (begins in Grades 3–5)

**INQ K–2.9** (begins in Grades 3–5)

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

**INQ K–2.10** Construct an argument with reasons.

**INQ K–2.11** Construct explanations using correct sequence and relevant information.

**INQ K–2.12** Present a summary of an argument using print, oral, and digital technologies.

**INQ K–2.13** Ask and answer questions about arguments.

**INQ K–2.14** Ask and answer questions about explanations.

**INQ K–2.15** Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

**INQ K–2.16** Identify ways to take action to help address local, regional, and global problems.

**INQ K–2.17** Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

*CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.1-8, CCSS.ELA-Literacy.SL.K.1-6, CCSS.ELA-Literacy.L.K.1-3 Key academic vocabulary: *opinion, explanation, collaborative conversations, evidence, claims, visually/visualize**

**Fairfield Public Schools Library Media Standards (K-12):**

**1. Inquiry and Information Skills**

1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

**2. Critical Thinking and Creativity**

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

**3. Communication and Collaboration**

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

**4. Independent Reading**

4.2 Students will select and read informational texts that support classroom instruction

**5. Technology Skills**

5.1 Students will become proficient in a variety of technology systems and digital media applications

## Unit 2: Me, My Family, My Community: Connecting to the Past

### Content Objectives:

Students will be able to: compare the similarities and differences between families' past

- Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates).
- Explore the ways that people from other times can be alike and difference from people today.
- Compare family life today to family life in the recent past.

### Unit Compelling and Supporting Questions

#### Compelling Question

How is my life the same or different from the lives of others (past and present)?

#### Supporting Questions

##### HIST:

- How is the past different from today?
- How is my family's past similar to and different from my peers' families?
- How do families differ?

##### CIV:

- What are the ways people have contributed and continue to contribute to our community?

##### ECON:

- What are my families' needs and wants?
- What do other families need and want?
- How have these needs and wants changed over time?

##### GEO:

- How does weather and climate affect how different people live?

### Content Standards Emphasized in the Unit

#### C3 Inquiry Standards and Corresponding Connecticut Core Standards:

##### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

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##### **Dimension 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**



### Change, Continuity and Context

**HIST K.1** Compare life in the past to life today.

**HIST K.2** Generate questions about individuals and groups who have shaped a significant historical change.

### Perspectives

**HIST K.3** Compare perspectives of people in the past to those in the present.

**HIST K.4** Identify different kinds of historical sources.

**HIST K.5** Explain how historical sources can be used to study the past.

**HIST K.6** Identify the maker, date, and place of origin for a historical source from information within the source itself.

**HIST K.7** Generate questions about a particular historical source as it relates to a particular historical event or development.

### Causation and Argumentation

**HIST K.8** Generate possible reasons for an event or development in the past.

### Civic and Political Institutions

**CIV K.1** Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)

**CIV K.2** Explain how all people, not just official leaders, play an important role in a community.

**CIV K.3** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

### Participation and Deliberation

**CIV K.4** Apply civic virtues when participating in school settings.

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### Processes, Rules, and Laws

**CIV K.6** Explain the need for and purposes of rules in various settings inside and outside of school.

**CIV K.7** Explain how people can work together to make decision in the classroom.

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### Economic Decision Making

**ECO K.1** Explain how scarcity necessitates decision-making.

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### Geographical Representations: Spatial Views of the World

**GEO K.1** Construct maps, graphs and other representations of familiar places.

**GEO K.2** Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

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### Human-Environmental Interaction: Places, Regions, and Culture

**GEO K.4** Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

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## Unit 3: Me, My Family, My Community: Connecting to Geography

### Content Objectives:

#### Students will be able to:

- Examine the purpose and function of maps
- Explore absolute and relative location
- Apply the concepts of directionality, spatial relations, and size
- Identify how weather affects individuals and understand how seasonal changes affect daily choices
- Identify and classify natural resources

### Unit Compelling and Supporting Questions

#### Compelling Question

How does where people live affect how they live?

How do we use maps and globes to learn about the world?

#### Supporting Questions

##### HIST:

- How do past and present actions of people in a community influence the way we live?
- What causes people to want to change a community?

##### CIV:

- How do rules help my community to be a better place to live?

##### ECON:

- What are some of the resources (wants and needs) used by my family? My school?

##### GEO:

- What are the purposes and functions of maps?
- How does weather influence our homes, our seasonal activities, and our community?

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- 2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

#### **3. Communication and Collaboration**

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- 3.2 Students will use a variety of ways to craft a message and construct communication to an audience
- 3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

#### **4. Independent Reading**

- 4.2 Students will select and read informational texts that support classroom instruction

#### **5. Technology Skills**

- 5.1 Students will become proficient in a variety of technology systems and digital media applications