

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Being a Good Citizen: Taking Care of Myself, Others, and the World Around Me</b>
<b>Grade:</b>	K
<b>Pacing Guide:</b>	Trimester 1

### Enduring Understanding:

- ▶ Individuals and groups have the opportunity to make significant choices and decisions, which have consequences for themselves, others and the environment.

### Essential Questions:

How do rules provide order, security and safety at home and at school?

Focusing questions:

- a. How do I get along with others?
  - What do I need to do to be a good listener?
  - Why is it important to take turns and share?
  - What are our school and classroom rules? How does following these rules help me get along with others?
- b. How do I solve problems with others?
  - What is the problem?
  - How am I feeling right now? How is the other person feeling?
  - Why do we feel this way?
  - What are different ways to solve this problem?

How do some choices we make affect the environment and how does the environment affect us?

Focusing questions:

- a. What does “recycling” mean? What can I do to recycle?
- b. What does “reusing” things mean? What can I do to reuse things?
- c. What does “reducing” waste mean? What can I do to reduce waste?
- d. What else can I do to make the world a better place?

### Vermont Grade Expectations:

<b>H&amp;SS PK-K: 12</b>	<p style="text-align: center;"><b>Physical and Cultural Geography</b></p> <p><b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"><li>• Identifying ways in which they take care of or hurt the environment (e.g., recycling vs. littering, planting trees and flowers).</li><li>• Identifying ways in which they adapt to their physical environment (e.g., dressing for seasonal weather, outdoor play opportunities).</li></ul>
------------------------------	--

## BRSU Social Studies Curriculum

<p><b>H&amp;SS PK-K: 14</b></p> <p><b>H&amp;SS PK-K: 15</b></p> <p><b>H&amp;SS PK-K: 16</b></p>	<p><b>Government and Society</b></p> <p><b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>• Identifying various groups that they belong to (e.g., I'm part of a family; I'm part of a class; I'm part of a school, etc.)</li> <li>• Demonstrating positive interaction with group members (e.g., sharing play space).</li> <li>• Contributing to the life of the class and the school.</li> </ul> <p><b>Students show understanding of various forms of government by...</b></p> <ul style="list-style-type: none"> <li>• Identifying the need for rules in a variety of settings, and demonstrating appropriate behavior in a variety of settings (e.g., classroom, playground, field trip).</li> <li>• Explaining that rules are established for the benefit of individuals and groups.</li> </ul> <p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Practicing communication skills with individuals and groups.</li> <li>• Identifying feelings that might lead to conflict (e.g., what happens when two people want the same thing?).</li> </ul>
<p><b>H&amp;SS PK-K: 18</b></p>	<p><b>Economics</b></p> <p><b>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</b></p> <ul style="list-style-type: none"> <li>• Identifying jobs people do in the home and school.</li> </ul>

### Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> <li>• How to be a good listener.</li> <li>• Why it is important to take turns and share.</li> <li>• What are school and classroom rules.</li> <li>• How following these rules help them get along with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate positive interaction with group members by listening, taking turns, and sharing.</li> <li>• Contribute to the life of the class and the school by following rules and getting along with others.</li> </ul>

## BRSU Social Studies Curriculum

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• Different ways to solve problems.</li>   <li>• What are the different jobs in the classroom.</li> <li>• Why classroom jobs are necessary.</li> <li>• Their responsibilities in the classroom and school.</li>   <li>• That we are the caretakers of our environment and need to reduce, reuse and recycle.</li>   <li>• How to dress appropriately for outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a problem.</li> <li>• Identify their feelings and the feelings of others.</li> <li>• Identify the need for rules in a variety of settings, and demonstrate appropriate behavior in a variety of settings.</li> <li>• Explain that rules are established for the benefit of individuals and groups.</li>   <li>• Carry out his/her job in the classroom and school.</li>   <li>• How to reduce, reuse, and recycle.</li> <li>• Identifying ways in which we take care of or hurt the environment (e.g., classroom recycling, planting, green-up).</li>   <li>• Identify appropriate clothing for outdoors</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Create a narrative using pictures or words that provides an example of caring for each other or the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' narratives explain (in writing or orally) how their example demonstrates caring for each other or the environment.</li> </ul>

### **Suggested Learning Experiences:**

- ▶ Role playing, puppets
- ▶ Cooperative games
- ▶ Participate in establishing classroom rules (see Responsive Classroom)
- ▶ Reading and discussion of behavior-themed books
- ▶ Share examples of how recycling helps the environment – invite classroom speakers in to describe the recycling process.
- ▶ Visit the dump/local recycling center
- ▶ Invite students to share examples of students showing personal responsibility

## BRSU Social Studies Curriculum

Terms/concepts	Resources
Reduce Reuse Recycle Job Environment Litter Responsibility Cooperation Pollution Rules Sharing Trash	Kindergarten Citizenship Guide from the Indiana Department of Education <a href="http://www.doe.state.in.us/publications/pdf_citizenship/ctzgrade00.pdf">http://www.doe.state.in.us/publications/pdf_citizenship/ctzgrade00.pdf</a> Vermont Association of Recyclers <a href="http://www.vtrecyclers.org/">http://www.vtrecyclers.org/</a> Environmental Learning for the Future (VINS) <a href="http://www.vinsweb.org/education/elf/index.html">http://www.vinsweb.org/education/elf/index.html</a> <a href="http://www.earthdaybags.org/">http://www.earthdaybags.org/</a> <a href="http://www.sciencenetlinks.com/lessons.cfm?DocID=17">http://www.sciencenetlinks.com/lessons.cfm?DocID=17</a> Responsive Classroom Theme Books: <i>When Sophie Gets Angry</i> by Molly Bang <i>Tyrone, the Double Dirty Rotten Cheater</i> by Hans Wilhelm <i>The Lorax</i> by Dr. Suess <i>Fables</i> by Arnold Lobel

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>My History: An Inquiry of Self and Family</b>
<b>Grade:</b>	K
<b>Pacing Guide:</b>	Trimester 2

### Enduring Understandings:

- ▶ A child is an individual with her/his own history.
- ▶ A child is a part of a larger group of people called a family.

### Essential Questions:

How have we changed over time and stayed the same over time?

Focusing questions:

- When and where were we born?
- Where do we live?
- Where have we lived in the past?
- How have we grown?

What does our family look like?

Focusing questions:

- Who is in our family?
- What are the roles and responsibilities for people in our family?
- What activities does our family do together?

How does sharing stories about our life help someone know us?

Focusing questions:

- What was life like before Kindergarten?
- Where have we gone to school?

### Vermont Grade Expectations:

	<b>Inquiry</b>
<b>H&amp;SS PK-K:1</b>	<b>Students initiate an inquiry by...</b> <ul style="list-style-type: none"><li>• Developing a question by completing prompts, "I wonder...?", "Why...?", "How is this like...?" i</li></ul>
<b>H&amp;SS PK-K: 4</b>	<b>Students conduct research by...</b> <ul style="list-style-type: none"><li>• Following directions to complete an inquiry.</li><li>• Asking questions and observing during the investigation process. Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table). i</li></ul>
<b>H&amp;SS PK-K:5</b>	<b>Students develop reasonable explanations that support the research statement by...</b> <ul style="list-style-type: none"><li>• Organizing and displaying information (e.g., table, chart, graph).</li><li>• Analyzing evidence (e.g., sorting objects, justifying groupings, role playing). i</li></ul>

## BRSU Social Studies Curriculum

<p><b>H&amp;SS PK-K: 7</b></p>	<p><b>Inquiry</b></p>
<p><b>H&amp;SS PK-K: 8</b></p>	<p><b>History</b></p>
<p><b>H&amp;SS PK-K: 9</b></p>	<p><b>Students communicate their findings by...</b></p> <ul style="list-style-type: none"> <li>• Speaking, using pictures (e.g., sharing ideas or artifacts with classmates) or writing a story or letter by dictating ideas to a teacher. i</li> </ul>
<p><b>H&amp;SS PK-K: 8</b></p>	<p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Identifying how events and people have shaped their families (e.g., How does life change when one starts school?).</li> </ul>
<p><b>H&amp;SS PK-K: 9</b></p>	<p><b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>• Collecting information about the past by interviewing a parent or grandparent for family or personal history. i</li> </ul>
<p><b>H&amp;SSPK- K: 10</b></p>	<p><b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"> <li>• Placing events from their lives in their correct sequence.</li> <li>• Constructing a time line of events in their own lives.</li> <li>• Differentiating between broad categories of historical time (e.g., long, long ago; yesterday, today, tomorrow; past, present, and future).</li> <li>• Identifying an important event in their lives.</li> </ul>

### Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> <li>• The date, city and state of their birth.</li> <li>• The length of time they have lived in their house and if they have lived elsewhere and where that was.</li> <li>• Their educational and personal experiences to date.</li> <li>• Their family structure and the role of each member.</li> <li>• How their family celebrates important events and spends their leisure time.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop group questions for interviewing parents</li> <li>• Interview parents about their early lives.</li> <li>• Create a timeline of their lives from birth to the present.</li> <li>• Share about their family members and special events. (e.g., photos, drawings)</li> <li>• Share personal artifacts to help others get to know them.</li> </ul>

## BRSU Social Studies Curriculum

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Students will use pictures and words to sequence events in a timeline of their personal history.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will appropriately sequence events.</li> </ul>

### **Suggested Learning Experiences:**

- ▶ Read and discuss a variety of fiction and non-fiction texts and sources individually or as a group.
- ▶ “Interview” people to find out certain information.
- ▶ Create Venn Diagrams showing how students have changed or stayed the same over time.
- ▶ Invite family members to come in and talk.

<b>Terms/concepts</b>	<b>Resources</b>
yesterday today tomorrow first, second, third, etc. past present change same/different timeline	Family involvement with collecting and recording information Trade books On-line resources

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Mapping My Place</b>
<b>Grade:</b>	Kindergarten
<b>Pacing Guide:</b>	Trimester 3

### Enduring Understanding:

- ▶ Geographic resources help to locate places.

### Essential Questions:

Why do people need maps or globes?

Focusing Questions:

- What are the boundaries of the classroom, school building and playground?
- Why are these boundaries important?

In what ways do maps help to locate places?

Focusing questions:

- How can we map our classroom, school building or playground?
- How can we read/explain our map?

### Vermont Grade Expectations:

<b>H&amp;SS PK-K:11</b>	<b>Physical and Cultural Geography</b>
	<b>Students interpret geography and solve geographic problems by...</b> <ul style="list-style-type: none"><li>• Verbalizing their names and addresses.</li><li>• Recognizing that neighborhood spaces are defined by boundaries – yard, playground, sidewalk, roads.</li><li>• Describing or identifying a map or globe.</li><li>• Using vocabulary which defines location in space (e.g. near, far, above, below).</li><li>• Using a simple map to find something.</li><li>• Creating a simple map showing the student in relation to some other meaningful place (e.g., using a flannel board to show the location of the student's desk in the classroom).</li></ul>

## BRSU Social Studies Curriculum

### Essential Learnings: Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• What a map is.</li> <li>• Why people need maps.</li> <li>• How to read a simple map.</li> <li>• Vocabulary that defines location and space.</li> <li>• How to create a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or identify a map.</li> <li>• Discuss importance of getting from one place to another.</li> <li>• Locate specific places on a map.</li> <li>• Use vocabulary to describe locations for places.</li> <li>• Draw a simple map of a familiar place (e.g., classroom, bedroom).</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Create a map of a familiar place.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's map appropriately depicts the place using scale and a legend.</li> </ul>

### Suggested Learning Experiences:

- ▶ Using a template which includes a pre-made legend, each child maps the classroom.
- ▶ Using the same template as a model (with appropriate legend) students map their school and school grounds.

<b>Terms/concepts</b>	<b>Resources</b>
map location legend near/far above/below boundaries	Nystrom: <a href="http://www.nystromnet.com">http://www.nystromnet.com</a> Mother Goose: <a href="http://www.mothergooseprograms.org">http://www.mothergooseprograms.org</a> (Vermont Center for the Book)