**Kindergarten: MY World**

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| **Grade Level Introduction:** The goal for 21st century learners in Kindergarten is to wonder and reason, which are the initial building blocks of a rich foundation of inquiry. By embracing the theme of “My World” throughout the school year, students will explore, question and investigate important social elements in their immediate sphere. The expectation for students is to see the world through the lens of all four Disciplinary Core Concepts and to begin an early progression towards college, career and civic readiness. Throughout the Practices in the Inquiry Cycle, students will come to the understanding of civic-mindedness through questioning rules and evaluating roles. Students will use their personal experiences to generate possible reasons for events, leading to the idea that historical events are driven by cause and effect. By connecting everyday classroom experiences to economic decision-making, young learners will be able to question and evaluate the motivations behind these decisions. Also, students will investigate relationships between the environment and their communities. Over the course of a series of experiences, students will begin to develop the essential practices of determining compelling questions to guide their exploration and evaluating information to plan and implement appropriate actions to address authentic problems.  **Assumptions and Goals of Curriculum Development:**    **Sampling of Primary Resources Documents:** | |
| **K.CM.1 Civic and Political Institutions** *Identify the roles and responsibilities of community members.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding can address the following Compelling Questions:** | **Students who demonstrate understanding can address the following Supporting Questions:** |
| **Sample Concepts:**  May include, but are not limited to the following: | |

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| **K.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Describe how people treat each other, then demonstrate respect for authority and peers.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **K.CM.3 Processes, Rules and Laws** *Describe rules in various settings.* | |
| **Key Idea**: | |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** | ***Students who demonstrate understanding, can address the following Supporting Questions:*** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **K.EDM.4 Economic Decision Making** *Explain how scarcity of resources affects individuals’ choices.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following:  · | |
| **K.EDM.5 Exchange and Markets** *Explain how people purchase goods and services.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |
| **K.EDM.6 National Economy** *Describe examples of goods and services.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following:  · | |
| **K.EDM.7 Global Economy** *Describe the origins of goods and services.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following:  · | |
| **K.GR.8 Spatial Views of the World**  *Create models of familiar places.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following:  · | |
| **K.GR.9 Human-Environment Interaction** *Identify the characteristics of climate and explain how it affects people’s lives in specific places.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |
| **K. GR. 10 Human Populations Spatial Patterns and Movements** *Explain how and why people move.* | |
| **Key Idea**: People live in many different places for many different reasons and models can be developed to represent those places. | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * How and why might people move? | **Students who demonstrate understanding, can address the following Supporting Questions:**   * What does it mean to move from one location to another? * Have you ever moved from one location to another? * Why did you move? * How did you move all of your stuff? * What decisions might go into making a move to a new location? |
| **Sample Concepts:** May include, but are not limited to the following: move, location, decision-making, transportation (e.g., moving van, Pods, truck…) | |
| **K. GR. 11 Global Interconnections** *Identify ways that physical and cultural characteristics may affect people living in a place.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |
| **K. HT.12 Chronological Reasoning: Causation and Continuity** C*reate a chronological sequence and generate a possible cause for an event.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |
| **K.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare different perspectives of people.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |
| **K.HT.14 Historical Arguments** *Identify a possible reason for historical developments and events.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts: May include, but are not limited to the following:** | |
| **K.HT.15 Interpretation and Synthesis** *Identify different kinds of historical sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** May include, but are not limited to the following: | |