


**Curriculum Writing Notes:**

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade K Social Studies	Social Studies	Kindergarten	N/A
Course Description:			
<p>In Kindergarten, students learn about roles and responsibilities in a community. Students explore communities in the past and present, familiar places, and the roles of individuals and groups using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about a community.</p> <p>Additionally, many communities have common places that are important to the people who live and work there. The people, places, features, and elements of each community are what make it unique. In this course, kindergarteners will explore geography and economics in the context of their local community. Students will distinguish between land and water features on maps, create simple maps of familiar places, learn where goods and services that exist in their community come from, and describe the places connected to their lives using various representations.</p>			
Aligned Core Resources:		Connection to the <b><i>BPS Vision of the Graduate</i></b>	
Unit 1 Me as a Citizen in my Community Unit 2 Me, My Family, My Community and Geography Unit 3 Me, My Family, My Community and The Past Capstone Grade K Box with aligned books		<p>Communication</p> <ul style="list-style-type: none"><li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li><li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li></ul> <p>Empathy</p> <ul style="list-style-type: none"><li>• Demonstrating understanding of others perspectives and needs</li><li>• Understand the concept of community as a means for supporting others in need</li></ul> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"><li>• Collect, assess and analyze relevant information</li></ul> <p>Civic Literacy</p> <ul style="list-style-type: none"><li>• Understand the local and global implications of civic decisions</li><li>• Understand other nations and cultures</li></ul>	

	including the use of non-English language		
<b>Additional Course Information:</b> <b>Knowledge/Skill Dependent courses/prerequisites</b>	Link to <a href="#">Completed Equity Audit</a>		
Students will begin their learning about communities, maps, and geography starting in Kindergarten. These are prerequisite skills that will be built upon in upcoming grade levels.	 Grade K Social Studies Equity Curriculum Review		
<b>Standard Matrix</b>			
<a href="#">CT Elementary and Secondary Social Studies Standards</a>			
District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
<b>Dimension 1- Develop Questions and Plan Inquiries</b>			
K.Inq.1.a. Develop questions relevant to self, family, and school community.	X	X	X
<b>Dimension 2- Apply Disciplinary Concepts and Tools</b>			
K.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
<b>Dimension 3- Evaluate Sources and Use Evidence</b>			
K.Inq.3.a. Gather information to answer a question relevant to self, family, and school community.	X	X	X
<b>Dimension 4- Communicate Conclusions and Take Informed Action</b>			
K.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.	X	X	X
<b>K-1. Roles and Responsibilities in a Community</b>			
K.Civ.1.a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders).	X		
K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).	X		
K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).	X		
K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place.	X		
K.Eco.3.a. Describe the skills and knowledge needed to do certain jobs in the community.	X		
<b>K-2. Familiar Places and Communities</b>			

K.Geo.1.a. Distinguish between land and water features on a map.		X	
K.Geo.1.b. Demonstrate spatial awareness by creating maps of familiar places including simple text features (e.g., title, labels, compass rose, key).		X	
K.Geo.2.a. Describe places connected to student's lives using maps, photographs, and other representations.		X	
K.Eco.4.a. Describe where goods and services in the community come from (e.g., community gardens, retail locations, farmer's market, public education, public transportation).		X	
K.Eco.5.a. Identify the prices of commonly purchased items in local stores and restaurants and online markets.		X	
K.Eco.6.a. Describe how people in the community earn income.		X	
K.Eco.9.a. Describe the role of banks in a community.		X	
<b>K-3. Communities Past and Present</b>			
K.His.2.a. Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings).			X
K.His.9.a. Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).			X
K.His.12.a. Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather related event, festival or holiday, new building).			X
K.His.10.a. Explain how sources can be used to learn about family and community history.			X

### Unit Links

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Unit 1: Me as a Citizen in my Community](#)

[Unit 2: Me, My Family, My Community and Geography](#)

[Unit 3: Me, My Family, My Community and the Past](#)

Unit Title:								
Unit 1: Me as a Citizen in my Community								
Relevant Standards: <b>Bold indicates priority</b>								
See above								
Essential Question(s):	Enduring Understanding(s):							
<p>Students will apply disciplinary concepts to investigate compelling questions such as:</p> <p>What makes a community?  Who are the people in my school and town who create rules and make sure people follow the rules?  What does a community provide for people who live there?  What are the ways that people contribute to our community?</p>	<p>Students will examine the need for rules and consequences at home, at school, and in the community. Students will explore the roles, rights and responsibilities of being a good citizen within a family, school, and community. Students will analyze the roles people play within a family, school, and community</p>							
Demonstration of Learning:	Pacing for Unit							
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Development of questions</li> <li>• Planning inquiries</li> <li>• Evaluate sources</li> <li>• Use Evidence</li> <li>• Communicate conclusions</li> </ul>	6 weeks							
Family Overview (link below)	Integration of Technology:							
<a href="#">Grade K Unit 1 Family Memo</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>							
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):							
<p><b>Content Vocabulary</b></p> <table border="1"> <tr> <td>rules</td><td>laws</td><td>roles</td></tr> <tr> <td>Responsibilities</td><td>Community</td><td>Contributions</td></tr> </table>	rules	laws	roles	Responsibilities	Community	Contributions	<p>Unit 1 Slide deck  Capstone Grade K Box of books</p>	
rules	laws	roles						
Responsibilities	Community	Contributions						

Leader	Jobs		
<b>Opportunities for Interdisciplinary Connections:</b>			<b>Anticipated misconceptions:</b>
CCCS. ELA-Reading Informational Text: Standards 1-10 CCCS. ELA-Writing Standards 1-2 and 7-10 CCCS. ELA-Speaking and Listening Standards 1-6 CCCS. ELA-Language Standards 1-3			Students may have misconceptions of: Difference between needs and wants Laws vs. Rules Roles and Responsibilities of Community Helpers
<b>Connections to Prior Units:</b>			<b>Connections to Future Units:</b>
<p>Students will enter Kindergarten having acquired the foundational skills from preschool or Pre-K experiences identified below from the Connecticut Early Learning Development and Standards (birth to 5)</p> <p>Strand A: Early Learning experiences will support children to understand self, family and a diverse community.</p> <p>SS.60.1 Demonstrates an understanding that there are similarities and differences among people and families.</p> <p>SS60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, food, art, customs, modes of transportation and shelter)</p> <p>Strand B: Early Learning experiences will support children to learn about people and the environment.</p> <p>SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom.</p> <p>SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.</p> <p>SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., clearing up, caring for pets)</p>			<p>Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3.</p> <p>Unit 2: Me, My Family, My Community and Geography</p> <p>Unit 3: Me, My Family, My Community and the Past</p>
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>			<b>Teacher Actions:</b>
3 Building Knowledge			<ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning (3.1)</li> <li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>• Cultivate multiple ways of knowing and making</li> </ul>

9 Emotional Capacity	<ul style="list-style-type: none"> <li>meaning (3.3)</li> <li>Maximize transfer and generalization</li> </ul>
1 Perception	<ul style="list-style-type: none"> <li>Recognize expectations, beliefs, and motivations (9.1)</li> <li>Develop awareness of self and others (9.2)</li> </ul>
	<ul style="list-style-type: none"> <li>Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>

### Supporting Multilingual/English Learners


Related <b>CELP standards:</b>		Learning Targets:	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		I can participate in conversations and discussions using information I learned about.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can explain the need and purpose of rules and laws in the school community.	I can participate in a class discussion about our classroom community.	<u>All are Welcome</u> book
2	I can identify needs and wants.	I can contribute my ideas to a class created chart of the needs in a classroom community.	Video What if Everybody did That?
3	I can explain why we need to have rules in our school community.	I can contribute to a class discussion on why certain rules are important.	Read Aloud What if Everybody did That?
4	I can tell the classroom and school rules and why we need to follow them.	I can contribute to a class discussion on why certain rules are important.	Capstone Text: <u>Schools Have Rules</u>
5	I can explain how people work together to make decisions.	I can contribute to a class chart on ways to work together to make decisions.	Video Decisions Can Be Hard
6	I can help make a list of rules/norms for our classroom.	I can contribute to a class created list of 3 to 4 rules for the classroom community.	Capstone Text: What Rules Should We Have In Our Classroom?
7	I can tell the classroom and school rules	I can contribute to a discussion of	Capstone Texts:

	and why we need to follow them.	how our class rules will support our classroom community of learners.	Why Should We Keep Our Classroom Clean?  How You Can Be a Good Friend
8	I can discuss and chart out problems and solutions to current classroom routines and procedures.	I can discuss classroom routines and procedures.  I can come up with ideas to solve problems in our classroom community.	
9	I can describe the roles and responsibilities of teachers.	I can contribute to a class discussion of a teacher's role in a classroom community.	Capstone text: Teachers
10	I can identify some of the resources my school has.	I can identify and name school helpers who are part of our classroom community.	Capstone Text: Who's Who at School?
11	I can identify how the community provides for people who live there.	I can identify places in my local community.	Image Bank (Bristol Historical Society photographs)
12	I can identify how the community provides for people who live there.	I can contribute to a class created chart of community helpers.	Anchor Chart
13-17	I can describe the roles and responsibilities that people play in my local community.	I can turn and talk with my neighbor to discuss community helpers in my local community.	Capstone Texts:  Community Helpers Firefighters Firefighters Help Librarians Help A Day in the Life of an Emergency Medical

			Technician Nurses Help Police Officers Help Show Me Community Helpers
18	I can describe the roles and responsibilities that people play in my local community.	I can match tools with the correct community helper that uses them.	Community Helper Sort
19-20	I can plan to interview a school community helper with my class.	I can contribute to class created questions for a community helper interview.	
21	I can describe the roles and responsibilities that people play in my local community.	I can turn and talk to my partner to discuss what type of community helper I would like to be.	Refer to Community Helper texts and Anchor Charts/Sorts

Unit Title:	
Unit 2: Me, My Family, My Community and Geography	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	Enduring Understanding(s):
<p>How can maps and other representations be used to understand our communities?</p> <p>What are some of the ways community members and institutions meet the needs and wants of the community?</p> <p>How do places and people within a community work together for the good of the people living in that community?</p> <p>How does where people live affect how they live?</p>	<p>This unit requires students to learn basic geographic and economic principles that relate to themselves and their immediate communities. Students will examine the purpose and function of maps, explore absolute and relative location, and apply the concepts of directionality, spatial relations, and size. Students will also identify how weather affects individuals and understand how seasonal changes affect daily choices while analyzing how people live differently in other places.</p>




How do we use maps and globes to learn about the world?																	
Demonstration of Learning:			Pacing for Unit														
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): <ul style="list-style-type: none"><li>• Development of questions</li><li>• Planning inquiries</li><li>• Evaluate sources</li><li>• Use Evidence</li><li>• Communicate conclusions</li></ul>			6 weeks														
Family Overview (link below)			Integration of Technology:														
 Grade K Unit 2 Family Memo			Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning														
Unit-specific Vocabulary:			Aligned Unit Materials, Resources, and Technology (beyond core resources):														
Academic Vocabulary <table border="1"><tr><td>Distinguish</td><td>Question</td><td>Conversation</td></tr><tr><td>Drawings</td><td>Labels</td><td>Explanations</td></tr><tr><td>Interviews</td><td></td><td></td></tr></table>			Distinguish	Question	Conversation	Drawings	Labels	Explanations	Interviews			Unit 2 slide deck Capstone Grade K box					
Distinguish	Question	Conversation															
Drawings	Labels	Explanations															
Interviews																	
Content Vocabulary <table border="1"><tr><td>Geography</td><td>Spatial awareness</td><td>Map</td></tr><tr><td>Features (Land, water, buildings, roads...)</td><td>Economy</td><td>Money</td></tr><tr><td>Wants</td><td>Needs</td><td>Goods</td></tr><tr><td>Services</td><td>Price</td><td>Banks</td></tr><tr><td>Income</td><td></td><td></td></tr></table>			Geography	Spatial awareness	Map	Features (Land, water, buildings, roads...)	Economy	Money	Wants	Needs	Goods	Services	Price	Banks	Income		
Geography	Spatial awareness	Map															
Features (Land, water, buildings, roads...)	Economy	Money															
Wants	Needs	Goods															
Services	Price	Banks															
Income																	
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:														
<ul style="list-style-type: none"><li>• CCCS. ELA-Reading: Informational Text:</li></ul>			Students may have misconceptions of:														

Standards 1-10 <ul style="list-style-type: none"><li>• CCCS. ELA-Writing: Standards, 1-2 and 7-10</li><li>• CCCS. ELA-Speaking &amp; Listening Standards 1-6</li><li>• CCCS. ELA-Language Standards: 1-3</li></ul>		Needs vs. Wants Value of Money Map knowledge	
Connections to Prior Units:		Connections to Future Units:	
In unit 1 students learned about rules and laws and being a citizen in their community. This unit will build upon this understanding.		Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3.	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
3 Building Knowledge		<ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1)</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li><li>• Cultivate multiple ways of knowing and making meaning (3.3)</li><li>• Maximize transfer and generalization</li></ul>	
9 Emotional Capacity		<ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1)</li><li>• Develop awareness of self and others (9.2)</li></ul>	
1 Perception		<ul style="list-style-type: none"><li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li></ul>	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		I can participate in conversations and discussions using information I learned about.	
Lesson Sequence	Learning Target	Success Criteria/Assessment	Resources
1	I can understand what a map is and what maps tell us.	I can tell my partner what I notice and wonder about maps.	Notice and Wonder slide

2	<p>I can understand what a map is and what maps tell us.</p> <p>I can identify which map I need to use to help me.</p>	I can recognize what different types of maps are used for.	Capstone Text: Maps Can Tell Us Things
3	I can notice the difference between land and water features on a map.	I can follow teacher directions to identify different places on a map.	Map  What is a Map video
4	I can notice the difference between land and water features on a map.	I can follow directions to create my own landform map.	Map skills video
5	I can demonstrate spatial awareness by creating maps of familiar places.	<p>I can draw a map of my bedroom.</p> <p>I can label my drawing.</p>	
6	I can notice similarities and differences between myself and others.	I can discuss similarities and differences between myself and other children with my partner.	Schools Around the World photographs
7	I can notice similarities and differences in different places.	I can participate in a class discussion about the similarities and differences between where different people and animals live.	Capstone Text: Places to Go
8	I can notice similarities and differences in different places.	I can participate in a class discussion about the similarities and differences between different types of homes.	<p>Capstone Text: Houses Around the World</p> <p>Where We Live</p>
9	I can identify the wants and needs of Pigeon in the story.	I can add my ideas to a class created chart about needs and wants of going to school.	The Pigeon Has to go to School text

10	I can name the goods in the classroom that are essential to all students' needs.	I can add my ideas to a class created chart about things that we need in the classroom.	Capstone Text: Things I Want vs.Things I Need
11	I can name the goods or services in the community that are essential to all citizens' needs.	I can sort items that are needs in a community from items that are wants in a community.	Goods or Services Text
12	I can identify what money is and how to save it in a bank.	I can draw pictures of how I will spend, save and share my money.  I can label my picture.	
13	I can describe how people in the community earn income.	I can add my ideas to a class graphic organizer about how people earn money.	Capstone Text Making Money
14	I can identify the prices of commonly purchased items in local stores by reviewing advertisements.	I can find items that are needs for our classroom from an advertisement.	Ready for School Text
15-19	I can work collaboratively to build a community.	I can add my ideas to a classroom chart of community resources and goods.  I can create a resource to be added to our classroom community.  I can help build a classroom community.  I can help build a map key for our classroom community.	Weather video

Unit Title:								
Unit 3: Me, My Family, My Community and the Past								
Relevant Standards:								
See above								
Essential Question(s):	Enduring Understanding(s):							
<p>How does the past differ from the present?</p> <p>How do our communities and the people who live in them change over time?</p> <p>How can historical sources be used to learn about the way people lived in the past?</p>	<p>This unit requires that students learn specifically about how life is the same and different between the past and present, using historical sources to learn about how people lived in the past with a focus on family and community. The required understandings for this unit include the ways people lived in the past differ from the ways people live today, including the way people dress, types of recreation, school, traditions, different types of transportation, and types of buildings. Students will investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates).</p>							
Demonstration of Learning:	Pacing for Unit							
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Development of questions</li> <li>• Planning inquiries</li> <li>• Evaluate sources</li> <li>• Use Evidence</li> <li>• Communicate conclusions</li> </ul>	6 weeks							
Family Overview (link below)	Integration of Technology:							
 Grade K Unit 3 Family Memo	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning							
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):							
<p><b>Academic Vocabulary</b></p> <table border="1"> <tr> <td>Explain</td><td>Generate</td><td></td></tr> <tr> <td>Identify</td><td>Similarities</td><td>Differences</td></tr> </table>	Explain	Generate		Identify	Similarities	Differences	Capstone Grade K box	
Explain	Generate							
Identify	Similarities	Differences						

<b>Content Vocabulary</b>			
Past	Present	Primary sources	
<b>Opportunities for Interdisciplinary Connections:</b>			<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• CCCS. ELA-Reading: Informational Text: Standards 1-10</li> <li>• CCCS. ELA-Writing: Standards, 1-2 and 7-10</li> <li>• CCCS. ELA-Speaking &amp; Listening Standards 1-6</li> <li>• CCCS. ELA-Language Standards: 1-3</li> </ul>			Students may have misconceptions of: past vs. present
<b>Connections to Prior Units:</b>			<b>Connections to Future Units:</b>
<p>Students will enter kindergarten having developed the foundational skills identified for 4- to 5-year-olds listed below from the experiences listed below from the Connecticut Early Learning Development and Standards (birth to 5):</p> <p>Strand D: Early Learning experiences will support children to understand change over time:</p> <p>SS.60.10 Demonstrates a beginning understanding of past, present, and future as it relates to oneself, family, and community.</p> <p>SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.</p>			Students will build upon what they learned in unit 1 and expand on their knowledge of being a citizen in a community through the study of their family and community in unit 2 and the study of the past and present in unit 3.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>			<b>Teacher Actions:</b>
3 Building Knowledge			<ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning (3.1)</li> <li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>• Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>• Maximize transfer and generalization</li> </ul>
9 Emotional Capacity			<ul style="list-style-type: none"> <li>• Recognize expectations, beliefs, and motivations (9.1)</li> <li>• Develop awareness of self and others (9.2)</li> </ul>
1 Perception			<ul style="list-style-type: none"> <li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>
<b>Supporting Multilingual/English Learners</b>			

Related <b>CELP standards:</b>		Learning Targets:	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		I can participate in conversations and discussions using information I learned about.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify similarities and differences between old objects and new objects.	I can discuss whether an object is old or new.  I can sort an object into the categories of old or new.	Capstone Text Old and New
2	I can identify similarities and differences between the past and the present using primary sources.	I can discuss how Bristol has changed by looking at old and new pictures of the same place.	Bristol Historical Society images
3	I can identify similarities and differences between the past and the present by completing a Venn diagram.	I can add to a class Venn diagram to show how the past and present are the same and how they are different.	Capstone text: The Old Days and Now
4	I can draw and label a past and present picture to demonstrate what I learned.	I can draw something from the past and something from the present.  I can label my drawings.	Past and Present Template
5	I can explain how needs and wants change over time.	I can discuss how our need for ice has changed from the past.	Capstone text: Ice Harvest
6	I can ask and answer questions about the past.	I can ask and answer questions about the past with my partner.	Video Long Ago & Now

7	I can identify how families are the same and different from the past and now.	I can discuss with my partner how families are the same and different in the past and present.	Geodes text Read aloud Build a Log Cabin
8	I can draw and label a past and present picture to demonstrate what I learned.	I can draw a picture of families in the past and present.  I can label my picture.	Past and Present Template
9	I can identify how families are the same and different from the past and now.	I can discuss with my partner how families are the same and different in the past and present.	Flyleaf & Geode Texts: Bath Night and Scamp Gets a Bath.
10	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can draw a picture of families in the past and present.  I can label my picture.	Past and Present template
11	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can ask and answer questions about a story.  I can add my ideas to a list of Ben Franklin's inventions.	Geode Text: Lightning Ben
12	I can explain how sources can be used to learn about the history of my family or community by participating in a small group discussion.	I can ask and answer questions about a story.  I can add my ideas to a list of Ben Franklin's inventions.	Video Now and Ben
13-16	I can discuss what I learned about the history of my community.  I can use learned information to form an opinion.	I can discuss my opinion if I would like to live in the past or the present.  I can draw a picture to show if I would like to live in the past or the present.  I can label my picture.	Writing template



