



**Bristol Public Schools**  
**Office of Teaching & Learning**

<b>Department</b>	Elementary Humanities
<b>Department Philosophy</b>	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p> <p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"><li>1. Clear Learning Targets aligned to the grade level essential learning</li><li>2. Purposeful and engaging learning tasks</li><li>3. Student Discourse and Discussion Protocols</li></ol>

	4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
<b>Course</b>	Social Studies
<b>Grade Level</b>	Kindergarten

<b>District Learning Expectations and Standards</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
INQ K–2.1 Explain why the compelling question is important to the student.	x	x	x
INQ K–2.2 Identify disciplinary ideas associated with a compelling question.	x	x	x
INQ K–2.3 Identify facts and concepts associated with a supporting question.	x	x	x
INQ K–2.4 Make connections between supporting questions and compelling questions.	x	x	x
INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	x	x	x
INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.	x	x	x
INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.	x	x	x
INQ K–2.8 (begins in Grades 3–5)			
INQ K–2.9 (begins in Grades 3–5)			
INQ K–2.10 Construct an argument with reasons.	x	x	x

INQ K–2.11 Construct explanations using correct sequence and relevant information.	x	x	x
INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.	x	x	x
INQ K–2.13 Ask and answer questions about arguments.	x	x	x
INQ K–2.14 Ask and answer questions about explanations.	x	x	x
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.	x	x	x
INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.	x	x	x
INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	x	x	x
HIST K.1 Compare life in the past to life today.			x
HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change.			x
HIST K.3 Compare perspectives of people in the past to those in the present.			x
HIST K.4 Identify different kinds of historical sources.			x
HIST K.5 Explain how historical sources can be used to study the past.			x
HIST K.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.			x
HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.			x
HIST K.8 Generate possible reasons for an event or development in the past.			x

CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)	x		x
CIV K.2 Explain how all people, not just official leaders, play an important role in a community.	x		x
CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	x		x
CIV K.4 Apply civic virtues when participating in school settings.	x		x
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	x		x
CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.	x		x
CIV K.7 Explain how people can work together to make decisions in the classroom.	x		x
CIV K.8 Identify and explain how rules function in public.	x		x
CIV K.9 Describe how people have tried to improve their communities over time.	x		x
ECO K.1 Explain how scarcity necessitates decision-making.	x	x	x
ECO K.2 Identify the benefits and costs of making various personal decisions	x	x	x
GEO K.1 Construct maps, graphs and other representations of familiar places.		x	
GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.		x	
GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.		x	

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

**UNIT 1: Me as a Citizen in My Community**

**UNWRAPPED STANDARDS**

Standard		Type of Standard		Concepts and Disciplinary-Specific / Academic
CIV K.1-K-9	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. 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. 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 decisions 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.	x	Content Knowledge	Roles Responsibilities Authority Judge Mayor Governor Official leaders Accomplish Police Official leaders Community Civic virtues Rules Conflict
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
ECO K.1-K.2	ECO K.1 Explain how scarcity necessitates decision-making. ECO K.2 Identify the benefits and costs of making various personal decisions.	x	Content Knowledge	Cost & benefit Decision making Scarcity Necessity
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
		x	Product Development	
			Learning Behavior	

**UNIT ESSENTIAL QUESTIONS**

- 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?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes					Common Learning Experiences			
CIV K.1-K-9	I can explain why we have police, firefighters, teachers, and schools.  I can tell the classroom and school rules and why we need to follow them.  I can explain how people work together to make decisions	x Selected Response	x	Reading	x	Writing		Math		Tech	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
		x Constructed Response	<b>Additional CT Core Standards:</b> CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1								
		x Performance	Students will question, form opinions and arguments, provide explanations and their point of view on civic and economic topics.								
		x Observation									
ECO K.1-K.2	I can identify how the community provides for people who live there.  I can identify some of the resources my family has.	x Selected Response	x	Reading	x	Writing		Math		Tech	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
		x Constructed Response	<b>Additional CT Core Standards:</b> CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1								
		x Performance									
		x Observation									

	I can identify some of the resources my school has.		Students will question, form opinions and arguments, provide explanations and their point of view on civic and economic topics.	community
--	---	--	---	-----------

**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>	<b>ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
	n/a	<p>Exposure to additional grade level economic and civic engagement learning targets at a deeper level</p> <p>Inquiry and study of additional community members</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p>	Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of economics and civics

**RESOURCES**

Teacher Resources: **Possible Slide deck**

Books:

- Watch Out
- Making Money
- School
- What Rules Should We Have in Our Classroom?
- How You Can Be a Good Friend?
- This Is My School
- Teachers
- Staying Safe at School
- My First Day at School
- Who's Who at School
- At the Library
- Schools Have Rules

- I am Honest
- The Zookeeper
- At the Farm

**UNIT 2: Me, My Family, My Community and Geography**

**UNWRAPPED STANDARDS**

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
ECO K.1-K. 2	ECO K.1 Explain how scarcity necessitates decision-making. ECO K.2 Identify the benefits and costs of making various personal decisions.	x	Content Knowledge	Resources Family Needs vs. wants
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
GEO K.1-K. 4	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. GEO K.4 Explain how weather,	x	Content Knowledge	Purpose Function Map Weather Influence Seasonal
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	



climate, and other environmental characteristics affect people’s lives in places or regions.		
--	--	--

**UNIT ESSENTIAL QUESTIONS**

How does where people live affect how they live?  
 How do we use maps and globes to learn about the world?

<b>CCSS Standard #</b>	<b>Objective(s):</b> The students will be able to:	<b>Summative Assessment Strategy</b>	<b>Additional Student Outcomes</b>	<b>Common Learning Experiences</b>
ECO K.1-K.2	I can name resources used by my family.	x Selected Response	x Reading x Writing Math Tech	Analyze how people live differently in other places
	I can name resources used by my school.	x Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1	
		x Performance		
		x Observation		
I can explain the difference between needs and wants.	x Observation			
GEO K.1-K.4	I can explain the purposes and functions of maps.	x Selected Response	x Reading x Writing Math Tech	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
	I can explain how the weather influences our homes, our seasonal activities, and our community	x Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.SL.K.1	
		x Performance		
		x Observation		

				<p>how seasonal changes affect daily choices</p> <p>Analyze how people live differently in other places</p>
--	--	--	--	---

**ADDITIONAL CONSIDERATIONS**

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
		<p>Exposure to additional grade level geography learning targets at a deeper level</p> <p>Inquiry and study of additional maps and communities</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p>	<p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography</p>

**RESOURCES**

Teacher Resources: **Possible Slide deck**

Books:

- My Street
- The School Garden
- Celeste Goes to School
- Hui Goes to School
- Pablo Goes to School
- Capstone Pattern Books:
- Things I Want and Things I Need
- Geodes:
- Tap-Tap to Tuk-Tuk (Module 4 Set 4)

- Floating Market (Module 4 Set 3)
- Pele (Module 1 Set 1 Part 1)
- Galapagos Adventures (Module 1 Set 1 Part 2)
- Fabric of the Andes (Module 1 Set 1 Part 2)
- A Day at the Market (Module 1 Set 1 Part 2)

**UNIT 3: Me, My Family, My Community and the Past**

**UNWRAPPED STANDARDS**

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
HIST. K.1- K.8	HIST K.1 Compare life in the past to life today.	x	Content Knowledge	Life Past
	HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Today Shaped Significant Historical
	HIST K.3 Compare perspectives of people in the past to those in the present.	x	Product Development	Change Perspectives
	HIST K.4 Identify different kinds of historical sources.		Learning Behavior	Compare Identify Sources Study Origin Maker Particular Development Event
	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				

	<p>or development.</p> <p>HIST K.8 Generate possible reasons for an event or development in the past.</p>			
CIV K.1- K.9	<p>CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)</p> <p>CIV K.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV K.4 Apply civic virtues when participating in school settings.</p> <p>CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV K.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV K.8 Identify and explain how rules function in public.</p> <p>CIV K.9 Describe how people have tried to improve their communities over time.</p>	x	Content Knowledge	<p>Roles</p> <p>Responsibilities</p> <p>Authority</p> <p>Judge</p> <p>Mayor</p> <p>Governor</p> <p>Official leaders</p> <p>Accomplish</p> <p>Police</p> <p>Official leaders</p> <p>Community</p> <p>Civic virtues</p> <p>Rules</p> <p>Conflict</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
ECO K.1-K. 2	<p>ECO K.1 Explain how scarcity necessitates decision-making. ECO K.2 Identify the benefits and costs of</p>	x	Content Knowledge	<p>Resources</p> <p>Family</p> <p>Needs vs. wants</p>
		x	Skill (Problem-Solving, Writing,	

	making various personal decisions.		Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

**UNIT ESSENTIAL QUESTIONS**

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

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes							Common Learning Experiences		
HIST. K.1-K.8	<p>I can identify how the past is different from today.</p> <p>I can identify how families are the same and different.</p> <p>I can identify how past and present actions of people in a community influence the way they live.</p>	x	Selected Response	x	Reading	x	Writing		Math		Tech	Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates)
		x	Constructed Response									
		x	Performance									
		x	Observation									
CIV K.1-K.9	I can identify the ways people contributed to our community.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore the ways that people from other times can be alike and different from people today
		x	Constructed Response									
		x	Performance									
		x	Observation									
ECO K.1-K.2	I can explain how needs and wants change over time.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Compare family life today to family life in the recent past
		x	Constructed Response									
		x	Performance									

		x	Observation		
--	--	---	-------------	--	--

**ADDITIONAL CONSIDERATIONS**

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
		<p>Exposure to additional grade level history learning targets at a deeper level</p> <p>Inquiry and study of additional past communities</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p>	<p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of historical events &amp; communities</p>

**RESOURCES**

Books:  
 The Old Days and Now  
 Old and New Schools  
 Old and New  
 Capstone Pattern Books:  
 Geodes:  
 Map to the Past (Module 4 Set 4)  
 Build a Log Cabin (Module 3 Set 1)  
 Bath Night (Module 3 Set 1)  
 Three Sisters (Module 3 Set 1)  
 Ice Harvest (Module 3 Set 1)  
 Statue of Liberty (Module 3 Set 4)  
 Washington Crossing the Delaware (Module 3 Set 4)  
 Sea to Shining Sea (Module 3 Set 4)  
 Call a Cab (Module 3 Set 2)  
 The First Car to Get That Far (Module 3 Set 2)  
 The Golden Gate (Module 3 Set 2)

Fly, Amelia, Fly (Module 3 Set 2)  
Lightning Ben (Module 3 Set 3)  
Ella Sang Back (Module 3 Set 3)  
Frank's Ice Pops (Module 3 Set 3)  
Scraping the Sky (Module 3 Set 3)

Use Capstone Books:  
The Old Days and Now  
Old and New Schools  
Old and New