

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**KINDERGARTEN SOCIAL STUDIES**  
**2021**

**(Last revision date: 1997)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

### **CORE VALUES AND BELIEFS**

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- Good citizens demonstrate civic virtues by following rules and being kind to one another.
- Rules keep us safe and allow us to learn.
- Citizens use words, listen, and work together to solve problems.
- Families are made up of different people and roles, but they are all special.
- Experiences and traditions of the past shape who we are today.
- We ask questions, read/listen to stories, and look at pictures to learn about our past.
- Community members have different strengths and talents to help our community.
- Our community has rules to keep us safe and get us what we need.
- Community members use procedures to find solutions and address problems such as meetings, voting, listening, and talking.
- Maps are important because they can help us find places and determine locations.
- We can use maps to learn the types of physical features.
- Weather/climate affects how we live and interact with one another.

## **COURSE ESSENTIAL QUESTIONS**

- What does it mean to be a good citizen?
- Why are rules important in our classroom and school?
- How can citizens at school solve problems?
- What makes a family?
- How do past experiences shape who we are today (family, home, school)?
- What sources can we use to learn about the past?
- Why do we have different roles for the members of our community?
- Why are rules important for our community?
- How do community members work together to take action to address problems?
- How do we use maps?
- Why are maps important?
- How does weather/climate influence our homes, our seasonal activities, and our community?

## **COURSE KNOWLEDGE & SKILLS**

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Individual citizens can help communities by following rules and working cooperatively.
- Perspectives Change Over Time. People in the past may think differently than people today.
- The Past Shapes Us. Historical events and traditions have an effect on our lives today.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Peoples’ Roles in the Community. Roles of all people, not limited to those in authority, can play important parts in our town.
- Voting. Citizens can make decisions by following group procedures to make decisions such as voting for town officials or to make important decisions.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Location & Culture. The relationship between location and weather can have an impact on peoples’ culture and the way they live.

Students will be able to . . .

- Identify relationships and roles within their family, school, and town. [CIV]
- Compare and give examples of life in the past to life today. [HIS]
- Understand that decisions impact our resources and others. [CIV, ECO]
- Describe how geography and climate impact daily living and culture. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about a topic related to their lives. [INQ]

<b>Social Studies Framework Standards Categories</b>	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## **SOCIAL STUDIES YEAR AT A GLANCE**

September –October	<u>Unit 1</u> : I am a Citizen: Me and My School
November – January	<u>Unit 2</u> : My Family...The Past & Traditions
February–March	<u>Unit 3</u> : We are a Part of a Community: My Town
April–June	<u>Unit 4</u> : We are a Part of the World
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

**KINDERGARTEN- UNIT 1**  
*I am a Citizen: Me and My School*

At a grade-appropriate level, the student will:

- 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 of school.
- CIV K.7** Explain how people can work together to make decision in the classroom.
- ECO K.1 Explain how scarcity necessitates decision-making.
- ECO K.2 Identify the benefits and costs of making various personal decisions.
- HIST K.1 Compare life in the past to life today.
- 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–2.10 Construct an argument with reasons.
- INQ K–2.12 Present an oral summary of an argument.
- INQ K–2.13 Ask and answer questions about arguments.
- INQ K–2.17** Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

**Concepts:** Need to know about:

**Responsibilities of Citizens- Rules & Expectations in Classroom**

- Agreed upon classroom rules and procedures (eg. Class promise, class constitution)
- Rules vary in settings (home, school, public)
- Rules and expectations have changed over time (eg. chalk/no computers in school).
- Working together to make decisions in the classroom (listening, consensus-building, voting, take actions)

**How to Be a Good Citizen**

- Good citizenship (civic virtues- eg. manners, sharing, listening, cooperating)
- Citizens affect one another
- Benefits and costs of making various personal decisions

- Scarcity necessitates decision-making (using classroom materials and tools responsibly)
- Conflict resolution (arguments- questioning, using reasons, summarizing)

Key Vocabulary: citizen, rule, classroom community, school community, responsibility, conflict, decision, argument, benefit, personal, procedure, consensus, vote, setting, civic virtues

Skills: Need to be able to do:

### **Responsibilities of Citizens- Rules & Expectations in Classroom**

- Define citizen and civic virtues, and their roles as members of the classroom and school community.
- Demonstrate understanding by following classroom and school rules.
- Consider how some rules or expectations have changed over time (eg. chalk/using computers in school)
- Explain why we need rules (safety and fairness).
- Discuss how rules vary in different settings.
- Understand that it is a responsibility to follow rules in the classroom and school community.
- Collaborate and develop agreed upon classroom rules and procedures (eg. Class promise, class constitution)
- Work together to make decisions in the classroom (listening, consensus-building, voting, take actions)

### **How to Be a Good Citizen**

- Demonstrate good citizenship (civic virtues- eg. manners, share, listen, cooperate, participate, allow personal space)
- Discuss how our personal decisions and actions can affect one another positively (benefits) and negatively (costs) (eg, kind words can lead to more friends, breaking the classroom crayons)
- Define a conflict and discuss classroom problems.
- Resolve conflicts through questioning, using reasons, summarizing.

### **Big Ideas**

*Student's statements of enduring ideas*

- Good citizens demonstrate civic virtues by following rules and being kind to one another.
- Rules keep us safe and allow us to learn.
- Citizens use words, listen, and work together to solve problems.

### **Compelling or Essential Questions**

### *Teacher's guiding questions*

- What does it mean to be a good citizen?
- Why are rules important in our classroom and school?
- How can citizens at school solve problems?

### **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define and discuss with students the traits of a good citizen.
2. Model and provide students with expectations for classroom/school rules and procedures (eg. school-based PBIS curriculum).
3. Compare and contrast rules in different settings (school, home, public) to build understanding (eg. anchor chart, Venn diagram or other).
4. Lead students in a discussion of classroom rules, civic virtue, and their importance.
5. Provide students with the opportunity to consensus build, vote and take action to create classroom rules.
6. Create role playing scenarios in which students can exhibit good citizenship through respect for self, others, property, and rules.
7. Develop an anchor chart of problem-solving strategies with the class (eg. how to use kind words, finding materials, asking others).
8. Engage students with scenarios for discussion and role play about classroom problems and/or conflicts that involve lack of materials and/or other classroom issues.
9. Provide students with feedback and reinforce when they demonstrate civic virtues (eg. Catch them being good).
10. Introduce students to key vocabulary with opportunities for oral discussion-- *citizen, rule, classroom community, school community, responsibility, conflict, decision, argument, benefit, personal, procedure, consensus, vote, setting, civic virtues*

### **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

#### *Formative*

Student will:

- Listen, discuss, and use strategies (eg. consensus-building, and voting procedures) to create classroom rules.
- Verbalize and physically demonstrate understanding of classroom/school rules.
- Participate in discussions and role playing to identify tools to resolve conflicts.

#### *Summative*

Student will:

- Reflect, identify, and document their own positive citizenship through drawing with written or oral dictation of civic virtues.

### **Time Allotments/Pacing Guide**

6 weeks

## **KINDERGARTEN- UNIT 2**

### ***My Family... The Past & Traditions***

At a grade-appropriate level, the student will:

**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.

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**

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

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.

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

**INQ K–2.12 Present an oral summary of an argument using a visual.**

**Concepts:** Need to know about:

**Families**

- Family structures are not all the same.
- Members have different roles
- You within your family
- Vocabulary we use to describe family roles

**The Past Shapes Us**

- Sources help us learn (eg. pictures, stories, books about traditions, interviews).
- Historians ask questions and interview to learn.
- Traditions vary (by family, religion, culture) and can give us a sense of belonging.

Key Vocabulary: family, mother, father, sister, brother, grandmother, grandfather, niece, nephew, aunt, uncle, cousin, (as needed-- caregiver, guardian, foster parent, step-father/mother/sister/brother) the past, the present, tradition, compare

**Skills:** Need to be able to do:

**Families**

- Identify the relationship, roles, and titles of family members (eg. mother, father...)
- Compare their own role within their own family
- Discuss similarities and differences in family structures.

**The Past Shapes Us**

- Identify and explain how we can use sources to find out about the past.
- Compare life in the past to life today based on their families.
- Ask and find answers to questions about family and traditions (eg. interview).
- Referring to sources and dates, construct a comparison of a parent/caregiver’s childhood and their own (eg. “My mom was born in 1982 and her favorite book was The Velveteen Rabbit and my favorite book is Pete the Cat”).
- Present to classmate about their family’s/caregiver’s past and present as well as traditions (in pictures and in words).

**Big Ideas**

*Student’s statements of enduring ideas*

- Families are made up of different people and roles, but they are all special.
- Experiences and traditions of the past shape who we are today.
- We ask questions, read/listen to stories, and look at pictures to learn about our past.

**Compelling or Essential Questions**

*Teacher’s guiding questions*

- What makes a family?
- How do past experiences shape who we are today (family, home, school)?

- What sources can we use to learn about the past?

### **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define and discuss with students the relationships, roles, and titles of family members.
2. Model and provide students with a graphic organizer to represent their family and members (eg. picture, modern family tree, list)
3. Compare and contrast the roles members play within a family through class discussion.
4. Provide models of various sources that can be used to learn about the past in one's family.
5. Conduct an interactive read aloud that provides an example of family tradition and conduct a discussion of traditions students celebrate in their families.
6. Record a class list of traditions shared during discussion.
7. Brainstorm with students and supply interview questions for the family member interview about life in the past and family traditions.
8. Role play and/or model how to interview a family member (eg. questioning- in person, Zoom and recording responses- writing/taking notes or recording).
9. Supply students and families with directions and supports (rubric) for the Family/Caregiver Interview and presentation.
10. Differentiate for students who do not have access to family/caregiver sources (eg. teacher interview, PebbleGo).
11. Lead the class in a discussion of how to present (model sentence starters, loud voice, eye contact).
12. Use a rubric to provide presentation feedback on student mastery of standards (using sources, comparing life in past to life today, presenting).
13. Introduce students to key vocabulary with opportunities for oral discussion-- family, mother, father, sister, brother, grandmother, grandfather, niece, nephew, aunt, uncle, cousin, (as needed-- caregiver, guardian, foster parent, step-father/mother/sister/brother) tradition, compare

### **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

#### **Evaluation/ Assessment Methods**

*Formative*

Student will:

- Listen, reflect and discuss the concepts around family, life in the past and present, and traditions using key vocabulary.

- Complete a representation of their own family members through drawing and labeling with written or oral dictation.

*Summative*

Student will:

- Prepare and present about their own family using sources about life in the past and the present, as well as family traditions.

**Time Allotments/Pacing Guide**

6 weeks

**KINDERGARTEN UNIT 3**

*We are a Part of a Community: My Town*

At a grade-appropriate level, the student will:

- 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.6 Explain the need for and purposes of rules in various settings inside and outside of school.**
- CIV K.8 Identify and explain how rules function in public.
- INQ K–2.15 Identify and explain a range of local 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.**

**Concepts:** Need to know about:

**Community Helpers**

- Community – definition and members
- Roles of members- town’s people, volunteers, town service people (eg. police, fire, medical, teachers, facilities), and town officials (eg. judge, 1<sup>st</sup> Select person, Board of Education members)
- How people become helpers or town service/officials- volunteering, applying, elections, and voting
- Student roles in the community

## **Working Together**

- Need and purpose for rules in the community
- Examples of town problems (eg. accident, snow storms, building schools)
- Ways members use procedures (check-lists, meetings, voting, listening and talking) to take action

Key Vocabulary: community, community helpers, volunteers, town service people, town officials, election, vote, procedures

Skills: Need to be able to do:

### **Community Helpers**

- Identify the relationship, roles, and titles of community members (eg. town's people, service people, officials, etc.)
- Discuss how people become a specific role within the community (eg. volunteering, applying, elections, and voting)
- Compare and contrast roles within the community and how students play a part.

### **Working Together**

- Provide examples of rules in public/the town community and their purpose (eg. to keep us safe, to keep our community clean).
- Brainstorm and share examples of how community members work together to address problems (eg. accident, snow storms, building schools)
- Demonstrate understanding of community members and roles through a poster, letter, or page in a class book.

## **Big Ideas**

*Student's statements of enduring ideas*

- Community members have different strengths and talents to help our community.
- Our community has rules to keep us safe and get us what we need.
- Community members use procedures to find solutions and address problems such as meetings, voting, listening, and talking.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- Why do we have different roles for the members of our community?
- Why are rules important for our community?
- How do community members work together to take action to address problems?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define, discuss, and create an anchor chart with students showing the relationships, roles, and titles of community helpers.

2. Conduct various interactive read alouds that provides examples of community members and their roles/responsibilities.
3. Compare and contrast the roles members play within a community.
4. Incorporate guest speakers from the community as is possible (eg. Board Members, fire department, veterans).
5. Supply students with directions and guide them in creating a poster, letter, or page in a class book that demonstrates understanding of community helpers and their role in our town.
6. Brainstorm and discuss rules in the community and their importance.
7. Provide scenarios of community problems and lead the class to decide which community members would be the best to take actions to address the problem.
8. Introduce students to key vocabulary with opportunities for oral discussion-- community, community helpers, volunteers, town service people, town officials, election, vote, procedures

### **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

#### *Formative*

Student will:

- Compare and contrast the roles and responsibilities of community helpers.
- Consider and discuss community rules and why we need them.
- Participate in discussions and scenarios/role playing to identify procedures that community helpers follow to take action to address problems.

#### *Summative*

Student will:

- Demonstrate understanding of community helpers and their role in our town by creating a poster, letter, or page in a class book.

### **Time Allotments/Pacing Guide**

8 weeks

## **KINDERGARTEN UNIT 4** ***We are a Part of the World***

At a grade-appropriate level, the student will:

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, climate, and other environmental characteristics affect people’s lives in places or regions.**
- 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–2.10 Construct an argument with reasons.
- 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.**

**Concepts:** Need to know about

**Discovering Our World Through Maps & Globes**

- Purpose of a map and map types (eg. Town, State, Country, World or paper, digital, globe)
- Important features of a map and map key (eg. compass rose, cardinal directions, symbols, longitude and latitude lines, land and water)
- Digital map technology purposes (eg. directions, to explore pictures of places, determine weather)

**Ways Places and Regions Affect Our Weather & Culture**

- Types of climate and environmental characteristics
- Regional weather and seasons
- Impact of weather on how people live (culture)

Key Vocabulary: location, town, state, country, world, map, globe, land, water, map key, compass rose, cardinal directions (North, South, East, West), symbols, longitude and latitude lines, land and water, climate, season, culture

**Skills:** Need to be able to do:

### **Discovering Our World Through Maps & Globes**

- Identify and locate the important features of the map (eg. map key, compass rose, North, South, East, West)
- Discuss how people use maps and how they might use maps in their family
- Find their own location or the location of others on the map (eg. *This is where I live. This is where Disney World is.*)
- Compare and contrast types of geographic features on a map (land, water, ocean, mountains, rivers)
- Use digital map technology to explore pictures of places in the world (google earth)

### **Ways Places and Regions Affect Our Weather & Culture**

- Compare and contrast types of climate, weather, and seasons.
- Brainstorm and discuss how weather impacts how people live (their culture).
- Demonstrate understanding of the way weather impacts how people live through a digital presentation about local weather (At my house in the summer, we... At my house in the fall, we...).
- Argue, using evidence about weather, why a chosen activity fits best in a particular season and why.

### **Big Ideas**

*Student's statements of enduring ideas*

- Maps are important because they can help us find places and determine locations.
- We can use maps to learn the types of physical features.
- Weather/climate affects how we live and interact with one another.

### **Compelling or Essential Questions**

*Teacher's guiding questions*

- How do we use maps?
- Why are maps important?
- How does weather/climate influence our homes, our seasonal activities, and our community?

**Concepts:** Need to know about

### **Discovering Our World Through Maps & Globes**

- Purpose of a map and map types (eg. Town, State, Country, World or paper, digital, globe)
- Important features of a map and map key (eg. compass rose, cardinal directions, symbols, longitude and latitude lines, land and water)
- Digital map technology purposes (eg. directions, to explore pictures of places, determine weather)

## **Ways Places and Regions Affect Our Weather & Culture**

- Types of climate and environmental characteristics
- Regional weather and seasons
- Impact of weather on how people live (culture)

Key Vocabulary: location, town, state, country, world, map, globe, land, water, map key, compass rose, cardinal directions (North, South, East, West), symbols, longitude and latitude lines, land and water, climate, season, culture

### **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Introduce the concept of a maps by sharing with different types of maps (eg. map of the zoo, globe, paper map, treasure map).
2. Reinforce concepts using an interactive read aloud that provides an example maps and how we use them (eg. *Me on the Map* by Joan Sweeney).
3. Lead the class in a discussion of where they have been by demonstrating map use with the SMART Board (eg. places they have been or heard of—locating them on the digital map).
4. Create an anchor chart of key features of a map; use book, songs, and videos to reinforce map features as is possible. (eg. PebbleGo – Maps)
5. Model for students how to create their own map.
6. Provide supports for students to create their own individual map with a key (eg use teacher provided shapes and labels to cut/paste and create a map).
7. Brainstorm types of weather/climate and how people live in those climates. Create anchor charts naming specific features.
8. Using digital technology (eg. PebbleGo – People and the Environment) lead students in exploration of different regions and their weather/climate (culture).
9. Provide scenarios of seasonal activities and lead the class to decide which activity best matches specific seasons in Trumbull, CT. (eg. sledding = winter, apple picking = fall)
10. Model and provide supports for students to argue using evidence about the weather why a chosen activity fits best in a particular season.
11. Introduce students to key vocabulary with opportunities for oral discussion-- location, town, state, country, world, map, globe, land, water, map key, compass rose, cardinal directions (North, South, East, West), symbols, longitude and latitude lines, land and water, climate, season, culture

### **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

*Formative*

Student will:

- Find features on a map using a matching activity.
- Create their own map with a map key.
- Discuss how weather affects the way people live.

### *Summative*

Student will:

- Write about and prepare a digital presentation (eg. pictures from PebbleGo, Flipgrid/Seesaw) about how local weather/climate impacts how they live (eg. At my house in the summer, we.... because...At my house in the fall, we...because...). In the conclusion, they will argue, using evidence about which season/weather is best and why.

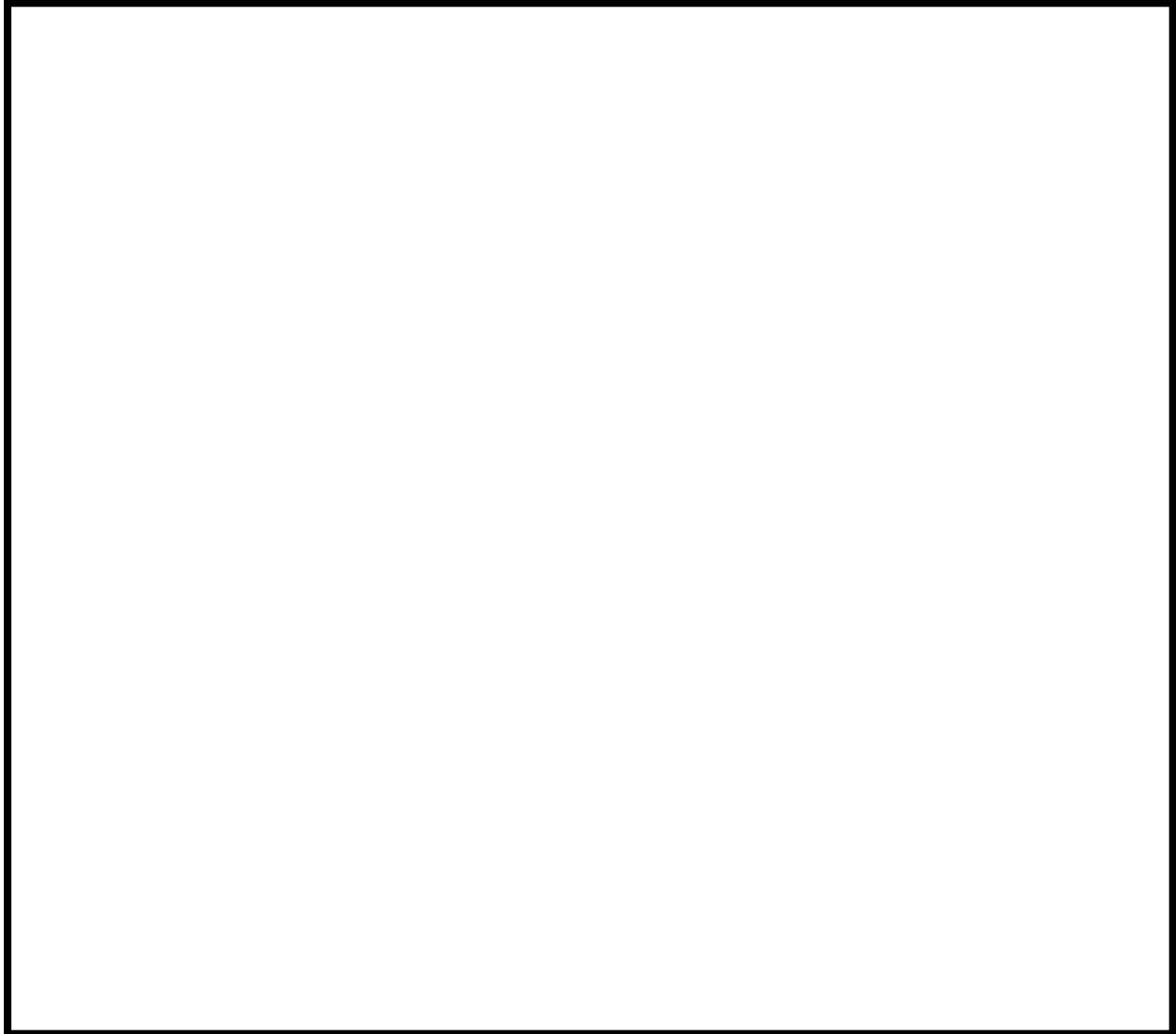
### **Time Allotments/Pacing Guide**

10 weeks (Note: Coordinate planning around the *Science Life Cycles Unit*)

**ASSURED STUDENT PERFORMANCE TEMPLATES & RUBRICS**  
**UNIT ONE**

Name \_\_\_\_\_

This is how I am a good citizen:



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**UNIT TWO**  
**INTERVIEW ASSIGNMENT & QUESTION SHEET**

Name \_\_\_\_\_

Dear \_\_\_\_\_,

We have been talking about families; and how our families connect to the past via history and traditions...

Assignment: Your child will interview a family member or caregiver. They will record the answers of the below questions using pictures or words. A family member or caregiver can record these responses under the student's picture for clarification, but the student will be responsible for presenting this interview / information to the class. Students will bring in a picture of the interviewed family member.

Please find the attached rubric. As students present, they will address the three tasks on the attached rubric.

Question Family Member / Caregiver Interview Questions:

What was your favorite book, toy or TV show when you were a child?

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My favorite book, toy or TV show is

\_\_\_\_\_ because \_\_\_\_\_

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Describe a tradition in our family? (holiday, food, birthday) What do we do?  
What do we eat? What do we share? Is there a special song or music that  
we play?

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# Rubric For Family Presentation

I said the source/s in my presentation:



I compared past to present:



I used my presentation skills (clear voice, eye contact)





## Community Helpers



My community helper is:

\_\_\_\_\_

Draw a detailed picture of your Community Helper.

A large rectangular area defined by a dashed black border, intended for a child to draw a detailed picture of their chosen community helper.

What does your community helper do?

\_\_\_\_\_

\_\_\_\_\_

# Rubric - Local Weather & Life Presentation

I wrote and presented using digital media:



I shared how weather affects the way we live:



I used my presentation skills (clear voice, eye contact)



I stated my opinion with facts about what season is the best and why.

