

**Chelmsford Public Schools Kindergarten: *Many Roles in Living, Learning, and Working Together***

*Students learn about classroom democracy, local geography, the histories of United States and community traditions, and economics in the context of work and money.*

**Required Standards for Practice:**

- 1. Civic knowledge, skills and dispositions**
- 2. Conduct Inquiries**
- 3. Organize information from a variety of sources**
- 4. Analyze purpose/point of view; distinguish opinion from fact**
- 5. Evaluate sources**
- 6. Explain conclusions with valid reasoning and evidence**
- 7. Determine next steps and take informed action**

**Themes:**

**Social; Political; Interactions between humans and the environment; Cultural; Economic**

**Essential Questions**

*What does it mean to be responsible?*

*How do maps, globes, and photographs show different things about a place?*

*How do we celebrate our shared history as a nation?*

*Why do people work?*

<i>Standard</i>	<i>Student Friendly Standard</i>	<i>Essential and Supporting Questions</i>
<b>Topic 1: Civics in the context of classroom citizenship and stories</b>		Supporting Question: <i>What does it mean to be responsible?</i>
1. Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.	I can follow directions and rules of the classroom.	Why is it important to follow rules?
2. Take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks in the classroom and at home).	I can be responsible with materials. Clean up, daily jobs,	How can we be helpful in the classroom and at home?

	classroom routines and help others.	
3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show kindness, fairness, justice, responsibility, or provide models of how rules are created and followed.	I can talk about real people who show responsibility and respect.	What are ways that people show respect and responsibility?
<b>Topic 2: Geography in the context of home, school, and city or town</b>		Supporting Question: <i>How do maps, globes, and photographs show different things about a place?</i>
4. Describe the location of people, objects, and places, using correctly words and phrases such as <b><i>up, down, near, far, left, right, straight, back, behind, in front of, next to, between.</i></b>	I can use words to tell location and where things are.	How do we know how to get from one place to another?
5. With support, explain the similarities and differences between <b>maps</b> and <b>globes</b> .	I can tell the difference between a map and a globe.	What can we learn from a map? From a globe?
6. Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).	I can state my address.	Where do you live?  What street, Town, State?
7. With support, on a state map, find the city or town where the student's school is located; on a street map of the city or town, find the location of the student's school.	I can find my state on a map. I can find my town on a map. I can find my street on a map.	Looking at a map, can you point to where your school is?
8. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student's home or school.	I can find places near my school or house on a map.	How can we tell where places are on a map?
9. Construct maps, drawings, and models that show physical features of familiar places.	I can use crayons/pencils/markers or Playdoh/legos/blocks to build/create your neighborhood or school (or other familiar place).	How do we make maps?

<b>Topic 3: History in the context of time, family, school, and community</b>		Supporting Question: <i>How do we commemorate our shared history as a nation?</i>
10. Describe how some days, called <b>holidays</b> , are special because they celebrate important events or people in national or world history.	I can explain why we have holidays.	What holidays do people celebrate?
11. Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.	I can explain that different cultures celebrate different holidays and traditions.	What and how do people celebrate?
12. Ask and answer questions to gain information about national symbols, songs, and texts of the United States: a. The United States of America flag, its shapes (stars and stripes) and colors (red, white, and blue). b. The United States national emblem (the Bald Eagle) c. The melody of the national anthem (“The Star-Spangled Banner”) d. The words of the Pledge of Allegiance	I can tell why the American flag, Bald Eagle, “Star-Spangled Banner”, President and the Pledge of Allegiance are important.	What are national symbols? What do they mean?
13. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including: a. Sequential actions: <b>first, next, last</b> ; b. Chronology and time: <i>now, then, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, last or next month, last or next year.</i>	I can put events of my life in the order they happened.	What happened first, second, last?

<b>Topic 4: Economics in the context of working and buying (shared with pre-kindergarten)</b>		Why do people work?
14. With guidance and support, describe and illustrate some of the things people do when they work in and outside of the home, drawing on personal experience, literature, and informational texts.	I can identify different types of jobs that people do in the community.	What types of jobs do people do in my community?
15. With guidance and support, explain what it means to <b>buy</b> or <b>purchase</b> something and explain how people choose to purchase the things they <b>need</b> and <b>want</b> .	I can tell the difference between “needs” and “wants”.	What is the difference between a need and a want?

<p>16. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>	<p>I can give examples of things people buy.</p>	<p>What do people buy with their money?</p>
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