*Considerations for Curriculum Development*

**Document Explanation**

This is a sample supporting document that would serve as a separate Appendix. The sample shows how a Kindergarten teacher, team, school or district could approach the KCAS standards in developing content curriculum.

The stated assumptions are grade level expectations, including personal prior knowledge, as students move from grade to grade. Assumptions are stated as such due to the spiraling nature and clear need for social studies knowledge to build in every year K-12 in order to reach the full intent of the standards.

Primary source documents are samples of the type and rigor of documents students in that grade are expected to have experience with during social studies. These are samples and are not intended to be used as a required reading list or to be exclusive. Teachers in their professional capacities should frequently assess the types of primary source documents students use and add or replace documents as necessitated by their students.

The fifteen social studies anchors follow in the color coded boxes.

* Three blue civic minded anchors (1-3)
* Four economic decision making anchors in yellow (4-7)
* Four geographic reasoning anchors (8-11)
* Four historical thinking anchors (12-15)

The enduring understanding is the Big Idea that a teacher can focus on as a driving overarching concept that helps to cluster several anchors within a thematic unit.

The two boxes below offer sample compelling and supporting questions that could be used as curriculum is developed. The social studies standards and the inquiry arc depend on both student and teacher generated questions to drive inquiry and build content knowledge. These questions are samples to support teacher thinking and are not exclusive or required.

Sample Concepts are to be illustrative of the types of concepts, terms and ideas that may be encountered in the study of that anchor. These are not exclusive nor are they to be used as a required vocabulary list. To meet the increased rigor of the social studies standards, students must do more than memorize terms. Students must be able to grapple with complex issues, research and clearly articulate answers to questions regarding civic mindedness, economic decision making, geographic reasoning and historical thinking.

**Kindergarten: Why?**

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| In Kindergarten, students will begin with rich experiences focused on why things happen personally and grow through enrichment to study why things happen locally and globally. Students will be able to articulate the following conceptual understandings: rules, roles and responsibilities; income and resource scarcity; environmental effects and movement; and chronology and perspective.  **Assumptions and Goals of Curriculum Development:**   * Students will have a basic understanding of self-awareness prior to Kindergarten. * Students will gain a better sense of the roles and rules within a community. * Students will have ample opportunities to engage in all Practices of the Inquiry Cycle. * Students will gain a strong foundation of skills and knowledge which will be built upon in later years. * Students will equally explore all of the Disciplinary Core Concepts through multiple perspectives and viewpoints. * Students will be prepared to understand how roles and responsibilities in their communities relate to rules and decision-making in the first grade.   **Sampling of Primary Resources Documents:**   * Example A * Example B * Example C | |
| **K.CM.1** [**Civic and Political Institutions**](#civicandpoliticalinstitutions)*Identify the roles and responsibilities of community members.* | |
| **Enduring Understanding**: *Roles and responsibilities of community members determine how people interact within a community.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why do community members have roles?* * *Why do community members have responsibilities?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a role?* * *What is a responsibility?* * *What is a community?* * *Who is a community member?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *communities, citizens, order, security, democratic ideals (liberty, justice, equality), rights, responsibilities, services, civic participation.* | |

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| **K.CM.2** [**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**](#participationanddeliberation)*Describe how people treat each other, then practice respect for authority and peers.* | |
| **Enduring Understanding**: *Attitudes and behaviors toward other people are based on social and cultural norms, rules and laws.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why do people treat each other certain ways?* * *What does it mean to respect authority?* * *What does it mean to respect peers?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *How do people treat each other?* * *What is respect?* * *What or who is authority?* * *What or who is a peer?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *communities, citizens, authority figures, friendship, compromise, cooperation, conflict, competition, resolution.* | |
| **K.CM.3** [**Processes, Rules and Laws**](#processesrulesandlaws)*Describe rules in various settings.* | |
| **Enduring Understanding**: *Rules are influenced by social and political institutions.* | |
| ***Students who demonstrate understanding, can address the following Compelling Questions:***   * *Why do we have rules?* * *Are rules the same everywhere?* | ***Students who demonstrate understanding, can address the following Supporting Questions:***   * *What are rules?* * *Do rules change?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *basic functions of government, rules, laws, order, security, common good.* | |
| **K.EDM.4** [**Economic Decision Making**](#economicdecisionmaking)*Explain how scarcity affects resources to lead individuals to make choices.* | |
| **Enduring Understanding**: *Individuals make choices because they can’t have everything they want.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why do we make choices?* * *What are the consequences of our choices?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is scarcity* * *What is a resource?* * *How do we make choices?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *scarcity, choices, decisions, consequences, resources (natural, human and capital), production, distribution, consumption.* | |
| **K.EDM.5** [**Exchange and Markets**](#exchangeandmarkets)*Explain how people use income to purchase goods and services.* | |
| **Enduring Understanding**: *People act as producers when they make goods and services; as consumers when they use goods and services.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Does income affect what goods and services people purchase?* * *Why are there differences between wants and needs?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is income?* * *How do people earn income?* * *What is a good people purchase?* * *What is a service people purchase?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *income, goods, services, wants, needs, markets, production, distribution, consumption, businesses, decisions.* | |
| **K.EDM.6** [**National Economy**](#nationaleconomy)*Explain why people save and spend money.* | |
| **Enduring Understanding**: *People make choices to save and defer consumption until the future.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why do we have money?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What does it mean to save money?* * *What does it mean to spend money?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *money,* *saving, loaning, spending, scarcity, choices, consumption, banks.* | |
| **K.EDM.7** [**Global Economy**](#globaleconomy)*Describe goods and services.* | |
| **Enduring Understanding**: *Goods and services satisfy people’s wants.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why do we have goods and services?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a good?* * *What is a service?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *goods, services, production, distribution, consumption, choices, scarcity, wants, needs, businesses.* | |
| **K.GR.8** [**Spatial Views of the World**](#spatialviewsoftheworld) *Create maps and other models of familiar places.* | |
| **Enduring Understanding**: *Geographic representations describe surroundings and help people to locate places.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Why is a map useful?* * *Why is a model useful?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a map?* * *What is a model?* * *How do we create a map?* * *How do we create a model?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *maps, models, places, patterns, features, locations, landforms, bodies of water.* | |
| **K.GR.9** [**Human-Environment Interaction**](#humanenvironmentinteraction)*Identify environmental characteristics including weather and climate and explain how they affect peoples’ lives in a place or region.* | |
| **Enduring Understanding**: *People adapt to and change the environment.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Does the environment affect us?* * *Do we affect the environment?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is the environment?* * *What is weather?* * *What is climate?* * *What is a place?* * *What is a region?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *environment, weather, climate, place, region, needs, human activities, technology.* | |
| **K. GR. 10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)*Explain how and why people move.* | |
| **Enduring Understanding**: *All places on earth have advantages and disadvantages for human settlement.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Where do people live?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What would push someone to move to a location?* * *What would pull someone to move to a location?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *movement, settlement, push factors, pull factors, patterns, locations, physical characteristics, needs, technology.* | |
| **K. GR. 11** [**Global Interconnections**](#globalinterconnections)*Identify ways that natural and human-made disasters may affect people living in a place.* | |
| **Enduring Understanding**: *Environmental disasters affect all aspects of people’s lives.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *What is the effect of a disaster on people?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a natural disaster?* * *What is a human-made disaster?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *natural disasters, human-made disasters, places, physical characteristics, landforms, bodies of water, technology, settlement.* | |
| **K. HT.12** [**Chronological Reasoning: Causation and Continuity**](#chronologicalreasoning)C*reate a chronological sequence and generate a possible cause for an event.* | |
| **Enduring Understanding**: *Sequences in historical chronology suggest the possibility of cause and effect.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *What are characteristics of a sequence?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a chronology?* * *What might cause an event?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *chronology, sequence, cause and effect relationships, examination of people, places or events (past, present, future).* | |
| **K.HT.13** [**Historical Understanding: Contextualization and Perspectives**](#contextualizationandperspectives)*Compare different perspectives of people.* | |
| **Enduring Understanding**: *Different perspectives reflect people’s experiences.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *What influences a person’s perspective?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a perspective?* * *What is a point of view?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *perspectives, points of view, personal experiences, individuals, groups, interpretations.* | |
| **K.HT.14** [**Historical Arguments**](#historicalarguments)*Identify a possible reason for historical events and developments.* | |
| **Enduring Understanding**: *Understanding the present is best understood by identifying factors that led up to the current situation.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *Are there causal connections between events in history?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a historical event?* * *What is a historical development?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *events, developments, cause and effect relationships, examination of people, places or events (past, present, future).* | |
| **K.HT.15** [**Interpretation and Synthesis**](#interpretationandsynthesis)*Identify different kinds of historical sources.* | |
| **Enduring Understanding**: *Historical sources provide an understanding of the past.* | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * *How do historical sources help us learn about the past?* | **Students who demonstrate understanding, can address the following Supporting Questions:**   * *What is a historical source?* * *Where do historical sources come from?* |
| **Sample Concepts:**   * May include, but are not limited to the following: *historical sources, primary sources, secondary sources, factual accounts, fictional accounts, print sources, non-print sources.* | |