Children as Citizens

Through an introduction to civics, geography, economics, and history, students will understand their roles and responsibilities as citizens within their own context. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture.

Grade-level Content Focus:

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

The Six Elements of the Inquiry Arc

1) Developing Compelling Questions
2) Constructing Supporting Questions
3) Gathering and Evaluating Sources
4) Developing Claims
5) Communicating Conclusions
6) Taking Informed Action
## Year-Long Standards Overview

### Year-Long Standards

K.H4.1 Explain and explore origins of key American symbols, traditions and holidays. *Align with calendar holidays.*

<table>
<thead>
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<th>Quarter 1</th>
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| **My Classroom is a Community**
  K.C1.1  
  K.C1.2  
  K.C1.3  
  K.C2.1  
  K.C2.2  
  K.C4.1  
  K.C4.2 | **Needs and Wants**
  K.E2.1  
  K.E2.2 | **Cultures**
  K.H1.1  
  K.H1.2  
  K.H4.1 | **Asking Questions**
  K.SP1.1  
  K.SP1.2  
  K.SP1.3  
  K.SP2.1  
  K.SP3.1 |

- **Maps**
  K.G1.1  
  K.G1.2  
  K.G1.3
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<td><strong>Quarter 1</strong></td>
<td><strong>My Classroom is a Community</strong></td>
<td>Civic virtues and democratic principles are key components of the American political system. K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities. K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group. K.C1.3 Compare one’s own thoughts and opinions with those of others. <strong>Citizens have individual rights, roles, and responsibilities.</strong> K.C2.1 Describe roles and responsibilities of people in authority. • Such as school personnel, family members, and community members. K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community. <strong>Process, rules, and laws direct how individuals are governed and how society addresses problems.</strong> K.C4.1 Explain how people work together to identify and solve problems within the classroom and school. K.C4.2 Explain why rules are important within the classroom and school.</td>
<td>• I can tell how I can be respectful, equal, and fair in my school and community. • I can follow the rules of working in a group. • I can work with others even if we think different • I can tell the jobs of leaders • I can tell how all people make a difference in the world. • I can tell how people work together to solve problems. • I can tell you why following rules is important.</td>
<td>respect responsibility equality fairness community rules thoughts opinions group roles responsibilities authority leaders difference identify solve problems classroom school rules</td>
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<td>Ready Gen: Unit 1 Module A and B Unit 2 Module A</td>
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<td><strong>Quarter 2</strong></td>
<td><strong>Needs &amp; Wants</strong></td>
<td>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. K.E2.1 Explain how needs, wants, and the availability of resources affect decision making. K.E2.2 Identify what one gains and gives up when they make choices.</td>
<td>needs wants availability resources decision making choices</td>
<td>Ready Gen: Unit 2 Module B Unit 3 Module A and B</td>
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<td>Maps</td>
<td>The use of geographic representations and tools help individuals understand their world. K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. • Key concepts include but are not limited to graphing local weather and mapping the classroom. K.G1.2 Explore locations in stories shared. Human-environment interactions are essential aspects of human life in all societies. K.G2.1 Explain how water and weather impacts humans.</td>
<td>• I can use maps, graphs and globes. • I can make maps, graphs and globes. • I can tell the locations of the stories I read. • I can explain how water affects people. • I can explain how weather affects people.</td>
<td>maps graphs globes locations water weather impact humans</td>
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<td>Asking Questions</td>
<td>The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world. K.H1.1 Compare one’s own culture with the culture of others. • Key cultures include those in the classroom, community, and one of Arizona’s 22 Indian Nations. Cycles of conflict and cooperation have shaped relations among people, places, and environments. K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems. Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. K.H4.1 Explain and explore origins of key American symbols, traditions and holidays. • Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.</td>
<td>• I can tell how my own culture and other peoples are the same and different. • I can tell how working together is a good way to solve problems. • I can tell where American symbols come from and what they stand for. • I can use informational texts and biographies to learn about historical figures.</td>
<td>culture same different classroom community Native American nations cooperation compromise solve problems American symbols traditions holidays American Flag bald eagle Statue of Liberty Mount Rushmore Pledge of Allegiance National Anthem Thanksgiving Presidents Day Martin Luther King Jr. Fourth of July</td>
<td>Ready Gen: Unit 4 Module A and B Unit 5 Module A</td>
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### Unit #/ Title
- **Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.**
  - K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.
  - K.SP1.2 Explore how events of the past affect students’ lives and community.
  - K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

### Cultures
- **Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.**
  - K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

- **Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.**
  - K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

### GESD Context Application of Standards

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<td>biographies</td>
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### Key Vocabulary
- Constitutional Day
- historical figures
- biographies
- informational text

### Activities/Strategies
- Ready Gen:
  - Unit 5 Module B
  - Unit 6 Module A and B
Quarterly Resources Suggestions:

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