



Kindergarten

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.

Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Kindergarten: Children as Citizens

Unit #	Title	Critical Content	Approximate Time
1	Citizenship	Through an introduction to civics, students will understand their roles and responsibilities as citizens.	5 weeks
2	Community	Students will extend their knowledge of roles and responsibilities with regards to community members and figures of authority.	4 weeks
3	Culture	Students will 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.	8 weeks
4	Needs and Wants	Students will understand the difference between needs and wants of goods or services, and how they apply to everyday life.	4 weeks
5	Maps and Graphs	Students will understand the geographic representations and tools that help them understand their world. The graphing component may also complement math instruction.	5 weeks
6	Weather	Students should understand how the weather affects not only daily life, but the interaction within communities, as well as globally. They will understand the importance of water as a human sustenance.	Quarter 4

Kindergarten Unit One: Citizenship

Compelling Question: How does following the rules make a good citizen?

**Time Frame: 4
Weeks/Yearlong**

Key Concepts/Topics/Vocabulary

Students will understand:

The characteristics of a good citizen
The importance of rules and responsibilities
Personal decision-making
The impact of choices

Rules
Responsibility
Respect
Citizen
Citizenship
Equality
Fairness

Learning Targets

I can identify traits of respect, responsibility, equality, and fairness within my classroom and school. (K.C1.1)

I can demonstrate traits of respect, responsibility, equality, and fairness within my classroom and school (K.C1.1)

I can follow rules when listening and discussing with others. (K.C1.2)

I can participate in making decisions with a group. (K.C1.2)

I can share my own opinion. (K.C1.3)

I can listen to my peers' opinions. (K.C1.3)

I can compare my opinion with others. (K.C1.3)

I can explain why rules are important. (K.C4.2)

Supporting Questions

What are rules and why are they important?

What are some examples of rules?

Are all rules good rules?

<https://c3teachers.org/inquiries/rules/> (inquiry based

activities for rules in society)

What does respect, responsibility, equality, and fairness look like?

What are my responsibilities at home and at school?

How do responsible and respectful actions affect our lives?

How do I problem-solve within a group?

<https://geoalliance.asu.edu/sites/default/files/TCFiles/ActivityBooks2020/Kinder%20Activty%20Book%20FINAL%202020.pdf>

[YouTube “Basic School Rules”](#)

[BrainPopJr. “School”](#)

School Interview

Have students pick someone who works in the school and interview them about their job. The interviewee could be a teacher, administrator, office worker, custodian, bus driver, noon aid, school nurse, etc. Help students prepare interview questions. What skills does the person need to do his or her job? What did the person have to study in order to succeed at his or her job? What tasks does the person do in his or her job? What are the best and worst parts of the job?

Students can make presentations about their interviewee and share what they learned with the class. Students may wish to make visual aids, such as posters, or even bring in a snippet of a recording from the interview. Students can also write a quick biography or profile of their subject.

School Improvement

Have students brainstorm ways to improve their school. What problems does the school face? How can they be solved? What can be done better in school? Have students talk to teachers, principals, or administrators to discuss the school's problems and how they can be improved. Students may want to start a campaign to raise awareness or funds. Students may want to raise money to get better science or sports equipment or gather donations for the library or beautify the school. Together as a class, pick a school improvement project. This can be painting a mural, repainting walls, decorating hallways, or reviving the playground with flowers and plants. If funds are needed to complete the project, have your class organize a bake sale, penny harvest, or other fundraiser. What will be the best way to spend the money to make improvements? This activity supports students learning how to maintain a budget.

	<p>School Museum</p> <p>Turn your classroom into a school museum. Have students gather “artifacts” from different parts of the school. For example, a student may get a menu from the cafeteria, a card catalog entry or book from the library, a whistle from the gymnasium, or a bandage from the school nurse. Have students write descriptions on small white cards and post them next to their “artifact.” Students can also make a diorama or model of their school, mapping out the principal’s office, classrooms, cafeteria, playground, etc. A “tour guide” can lead patrons through the museum and students can make short presentations of their objects.</p> <p>Display vocabulary terms with related images</p> <p>Generate class list of rules that may apply to a classroom, school, and/or home</p> <p>Have students interact to solve a simple problem</p> <p>Play “Telephone” the listening game</p> <p>BrainPopJr. Communities</p>
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Core Standards:	Disciplinary Skills and Process Standards
<p>Civics</p> <p>K.C2.1 Describe roles and responsibilities of people in authority. ▪ Such as school personnel, family members, and community members.</p> <p>K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p>K.C1.3 Compare one's own thoughts and opinions with those of others</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p>	<p>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.</p> <p>K.SP1.2 Explore how events of the past affect students’ lives and community</p> <p>K.SP3.1 With prompting and support, ask questions and construct responses to content studied</p> <p>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.</p>

Kindergarten Unit 2: Culture

Compelling Question: How is my culture similar to other cultures?

Time Frame: 8 Weeks

Key Concepts/Topics/Vocabulary

What is culture?

What are traditions?

What are some American traditions?

What are symbols?

What are some American symbols?

Culture

Holidays (Veterans Day, Thanksgiving, Presidents Day, Dr. Martin Luther King, Jr. Fourth of July, Constitution Day)

Traditions (Pledge of Allegiance, National Anthem)

Symbols (American flag, bald eagle, Statue of Liberty)

Learning Targets

I can define culture. (K.H1.1)

I can describe my culture. (K.H1.1)

I can describe other cultures. (K.H1.1)

I can compare and contrast cultures. (K.H1.1)

I can compare artifacts of different cultures with my own culture. (K.H1.1)

I can explore and construct maps and graphs to support my learning. (K.G1.1)

I can describe settings and locations in stories. (K.G1.2)

I can describe American symbols, traditions, and holidays and how they shape my culture. (K.H4.1)

I can use words to discuss time in the past, present and future; identify the beginning, middle and end of historical stories. (K.SP1.1)

I can explain how events of the past affect our lives and community. (K.SP1.2)

I can compare cultures using photographs, music, artifacts, fiction and

	<p>nonfiction. (K.SP2.1)</p> <p>I can ask and answer questions related to cultures studied. (K.SP3.1)</p>
Supporting Questions	
<p>What makes people different?</p> <p>Do different cultures have different symbols and traditions?</p> <p>What traditions does your family have?</p> <p>What are some symbols of America?</p> <p>Am I unique? (inquiry based tasks)</p> <p>https://c3teachers.org/inquiries/identity/</p> <p>Create a video to share with parents about similarities and differences within the class.</p>	<p>American flag display and discussion</p> <p>Pledge Of Allegiance</p> <p>BrainPop Symbols</p> <p>https://jr.brainpop.com/socialstudies/citizenship/ussymbols</p> <p>Social Studies - kinder holidays</p> <p>Class Mascot</p> <p>Explain to your children that a mascot is a symbol for a team, school, or club. The mascot embodies or personifies a positive quality of the whole group. Together choose a class mascot. Brainstorm different animals and have students explain the significance of each animal. Think of animals that symbolize different ideals. For example, a lion is a symbol of bravery and an owl is a symbol of knowledge. Encourage them to be creative; they may wish to choose a mythical creature or create an entirely new mascot.</p>

	<p>Discovery Education:</p> <p>A World of Wonders: Hoop Dancing in Phoenix</p> <p>https://clever.discoveryeducation.com/learn/player/b0b45a1d-c24a-403c-8b91-0cfeb73bae45</p> <p>BrainPopJr. Native Americans</p> <p>https://jr.brainpop.com/socialstudies/nativeamericans/pueblo/.</p> <p>Generate class discussion regarding family traditions.</p> <p>Make compare/contrast chart with traditions</p> <p>https://clever.discoveryeducation.com/learn/player/055861b5-7aae-4db3-bfe4-3c1b691870ba</p> <p>Winter Traditions</p> <p>https://jr.brainpop.com/socialstudies/holidays/winterholidays/</p> <p>Play Family Traditions Bingo game</p> <p>https://az.pbslearningmedia.org/resource/family-traditions-bingo-prek-k-media-gallery/learn-along-bingo</p> <p>https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/</p>
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Core Standards:	Disciplinary Skills and Process Standards
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History

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.

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.

▪ Key traditions include but are not limited to the Pledge of Allegiance and National Anthem

. ▪ Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day

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 the American flag, bald eagle, Statue of Liberty, and Mount Rushmore. ▪ Key traditions include but are not limited to the Pledge of Allegiance and National Anthem. ▪ Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.

● K.H4.2 Explore the stories of key historical figures through informational text and biographies.

Geography

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.

.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.

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.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied

Kindergarten Unit 3: Community

Compelling Question: Why is being part of a community important?

Time Frame: 4 Weeks

Key Concepts/Topics/Vocabulary

community
roles in the community
collaboration
authority
problem solving

Learning Targets

I can identify and describe a community. (K.C1.1)

I can show respect, responsibility, equality, and fairness within my classroom, school, and community. (K.C1.1)

I can identify different roles in the community. (K.C2.2)

I can describe members' roles in the community. (K.C2.2)

I can explain how all people play an important role in our classroom, school, and community. (K.C2.2)

	<p>I can identify a problem in the classroom and school. (K.C4.1)</p> <p>I can work with others to solve classroom and school problems. (K.C4.1)</p> <p>I can give several solutions to solve classroom and school problems. (K.C4.1)</p> <p>I can explain how people work together to identify and solve problems. (K.H2.1)</p>
Supporting Questions	
<p>What is a community</p> <p>What are the roles in a community?</p> <p>What is my role in the community?</p> <p>What is a problem?</p> <p>How do I identify a problem?</p> <p>How do I solve a problem?</p> <p>How do I work with others?</p>	<p>What does responsibility look like? Draw a picture of themselves acting responsibly and describe the picture to a partner.</p> <p>What are my responsibilities at home and at school? Construct a class T-chart showing home based and school based responsibilities.</p> <p>What would happen if I weren't responsible? Create a 2 panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</p> <p>Construct an argument on how you can become a better member of your family and your class.</p>

	<p>Demonstrate responsibility by selecting a class community-service project to undertake.</p> <p>Invite community members, such as police, to talk with students.</p> <p>Begin a discussion on role models and responsible citizens in the community.</p>
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Core Standards:	Disciplinary Skills and Process Standards
<p>History K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.</p> <p>Economics</p> <p>Civics K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities. K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community. K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p>	<p>1.SP1.1 Place important life events in chronological order on a timeline.</p> <p>1.SP1.2 Understand how events of the past affect students' lives and communities</p> <p>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>1.SP3.1 Generate questions about issues in your community past and present.</p> <p>https://jr.brainpop.com/socialstudies/communities/communityhelper/</p>

Interview with a Community Helper

Ask a firefighter, police officer, paramedic, or other community helper to visit the class and talk to your students. Before the interview, have children think of questions to ask. What does the community helper do? What is his or her typical day like? What kind of education did the community helper receive? How did he or she train to be in her position? Have the community helper discuss his or her role in the community and suggest ways for your students to get involved. Getting first hand stories and advice from a community helper is a great way for your students to become more active in and knowledgeable about the community.

Community Charades

On index cards, write the names of different community helpers such as firefighter, police officer, paramedic, veterinarian, dentist, mayor, sanitation worker, and letter carrier. If possible, use pictures to illustrate so that emerging readers can understand the cards. Put the cards into a box or hat and have student volunteers come up and pull a card, then act out the job of that community helper. Have the class guess which job is written on the card. Discuss what the helper does and why the job is important. Then place the cards on a bulletin board or word wall display for student reference.

Volunteer

If possible, have the whole class volunteer their time for the greater good of the community. You may want to participate in a community clean-up effort or raise awareness for an important local issue, such as increasing school funding. You could also organize a fundraiser, such as a weekend yard sale in the school parking lot, and donate the profits to a local organization. You may even want to start a composting or recycling program in your school, or beautify the school by painting a mural and planting donated flowers. Find an activity that you and your students (as well as their families) can all do together!

<https://jr.brainpop.com/socialstudies/government/localandstategovernments/>

Dear Mayor

Encourage your students to be active members of their communities. Brainstorm ideas that can help improve the entire community. Ideas can include a new park or community center, a new public library, programs to help the homeless and underserved neighborhoods, activities for the young or elderly, etc. Then start a letter-writing campaign in your class, grade, or school to your mayor. This will also provide an opportunity to teach how to write a business letter.

Elections

Encourage your children to vote in their school elections. If the school does not have a student government for the lower grades, consider electing a class president each week to give multiple children a chance to be an elected leader. Remind students that they should think about concerns in their school or classroom and vote for the person who they think will do the best job and represent their views. If possible, organize a debate among candidates and to discuss the issues. You may also want to hold an election for a class leader who can act as a liaison between students and yourself. This can help address your students' concerns and encourage them to become active community members.

Kindergarten Unit 4: Needs and Wants

Compelling Question: Do I need it or do I want it?

Time Frame: 4 Weeks

Key Concepts/Topics/Vocabulary

How do I make a choice?

What are needs and wants?

Choices

Decision making

Needs and wants

Consequences

Cause and effect

Positive

Negative

Scarcity

Learning Targets

I can identify needs and wants. (K.E2.1)

I can sort needs and wants. (K.E2.1)

I can make choices based on options. (K.E2.1 / K.E2.2)

I can explain how my choices have positive and negative effects and consequences. (K.E2.2)

Supporting Questions

<p>What are consequences?</p> <p>How do I decide if I need something?</p> <p>What happens if there are not enough supplies for us? What happens if items are scarce?</p>	<p>BrainPopJr. Needs and Wants</p> <p>https://jr.brainpop.com/socialstudies/economics/needsandwants</p> <p>BrainPopJr. Saving and Spending</p> <p>https://jr.brainpop.com/socialstudies/economics/savingandspending/</p> <p>Sort and categorize items as needs or wants.</p> <p>Identify a need or want and determine ways in which it could be satisfied through goods and services.</p> <p>Create a 2 sided collage with images of needs (or goods) on one side and wants (or services) on the other.</p> <p>https://az.pbslearningmedia.org/resource/cb31c681-6b54-4105-84dd-8c08e33610cc/what-is-money-young-explorers/</p> <p>Begin a discussion of options people have when they face scarcity.</p>
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Core Standards:	Disciplinary Skills and Process Standards
<p>Economics</p> <p>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <ul style="list-style-type: none"> ● 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. 	<p>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.</p> <p>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.</p> <p>K.SP1.2 Explore how events of the past affect students' lives and community</p> <p>K.SP1.3 With prompting and support, generate questions about</p>

individuals and groups from stories shared.

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.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

Kindergarten Unit 5: Maps and Graphs

Compelling Question: What can we learn from maps and graphs?

Time Frame: 5 Weeks

Key Concepts/Topics

Map
Graph
Symbol
Key
Globe
Location
North
South
East
West
Direction

What is a map?
What is a graph?

Learning Targets

I can identify a map. (K.G1.1)
I can identify a graph (K.G1.1)
I can read maps and graphs. (K.G1.1)
I can use maps and graphs. (K.G1.1)
I can create maps and graphs. (K.G1.1)
I can explore locations of shared stories. (K.G1.2)

Supporting Questions

How do I read a map?
 How do I read a graph?
 What is a globe, a key, and a symbol?
 Are there different types of maps and graphs?
 Which is better, a map or a globe?
 When would I use a map?
 Why would I use a map?
 When would I use a graph?
 Why would I use a graph?
 How would you decide to use a map or globe?

<https://jr.brainpop.com/socialstudies/geography/readingmaps/>

Complete the first side of a class chart defining a map and listing its features.

Display an image of the world, North America, or the community.

Complete the second side of the class chart defining a globe and listing its features.

Display a globe and an image of geographical features of the Earth.

Complete a class Venn Diagram identifying similarities and differences between maps and globes.

Display photos, maps and satellite images of geographic and man-made places on Earth.

Complete the sentence starter with illustrations: "I would use a _____ to _____."

<https://jr.brainpop.com/math/data/tallychartsandbargraphs/>

discoveryeducation.com/learn/videos/ed150983-e27a-48ca-8d55-8ee985b5eeaf/

Take a field trip around the school and map the campus.

Core Standards:

Geography

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

Disciplinary Skills and Process Standards

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

limited to graphing local weather and mapping the classroom.

- **K.G1.2** Explore locations in stories shared.

- **K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions 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 Scientists 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

Kindergarten Unit 6:Weather

Compelling Question: How does weather affect me?		Time Frame: 5 Weeks
Key Concepts/Topics Types of weather Forms of water (types of precipitation, condensation, evaporation) Bodies of water Graphing weather Impacts of water on humans Impacts of weather on humans	Learning Targets I can identify different types of weather. (K.G1.1) I can describe different types of weather. (K.G1.1) I can graph our daily weather. (K.G1.1) I can read weather graphs. (K.G1.1) I can construct weather graphs. (K.G1.1) I can explain weather graphs. (K.G1.1) I can identify weather extremes such as floods and droughts. (K.G1.1) I can explain how water impacts humans. (K.G2.1) I can explain how weather impacts choices. (K.G2.1)	
Supporting Questions		
How does the weather affect my day? How does the weather impact choices that I make? How does the weather impact my life? How does the weather impact my community? How does water affect my life? How does water impact choices that I make? How does water impact my life? How does water impact my life? How does water impact my community?	https://jr.brainpop.com/science/weather/watercycle/ https://jr.brainpop.com/science/weather/seasons/ discoveryeducation.com/learn/videos/9a786afb-b1ae-4605-87e5-e823065e2311/ Take a field trip to the playground to observe the weather. Find songs about the weather. Books to read aloud regarding weather: 1. May I Come In? ... 2. Pignic by Matt Phelan (PreK-1) ...	

	3. A Year With The Wind by Hanna Konola (PreK-1) ... 4. The Weather Girls by Aki (PreK-1) ... 5. Tap Tap Boom Boom by Elizabeth Bluemle (PreK-2) ... 6. Sun by Sam Usher (PreK-2) ... 7. The Rain Came Down by David Shannon (PreK-2) ... 8. Come On, Rain!
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Core Standards:	Disciplinary Skills and Process Standards
<p>Geography</p> <p>The use of geographic representations and tools help individuals understand their world.</p> <ul style="list-style-type: none"> • 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. <p>Human-environment interactions are essential aspects of human life in all societies</p> <ul style="list-style-type: none"> • K.G2.1 Explain how water and weather impacts humans. 	<p>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</p> <ul style="list-style-type: none"> • 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. <p>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</p> <ul style="list-style-type: none"> • 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 Scientists 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

