



<p>Big Idea 1, Quarter 1: Students will make connections between home and school and how those relate to themselves.</p>	<p>Essential Question(s): What are our roles and why are they important? How does family influence the community? How is each individual special? How are you special?</p>
<p>Guam Standards:</p> <p>K.1.1 Identify and describe family or community members who promote the welfare and safety of children and adults.</p> <p><u>K.3.3</u> <i>Identify and recognize places at home, at school, and community locations.</i></p> <p>K.4.2 Demonstrate that being a good citizen involves the following:</p> <ul style="list-style-type: none"> • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings 	<p>CCSS ELA Support Standards:</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Italic Information: Recursive standard – repeated in at least one other quarter

Underlined information: the portion of the standard that is intended to be taught in a big idea.

BOLD information: Standards that should be emphasized

GUAM District Level Curriculum Map

Grade K – Social Science *Quarter 1*

<p><u>K.4.5</u> <i>Give examples that show the meaning of the following concepts at home, in school, and in the community:</i></p> <ul style="list-style-type: none">• <i>Authority</i>• <i>Fairness</i>• <i>Justice</i>• <u><i>Responsibility</i></u>• <u><i>Rules</i></u> <p>K.5.3 Recognize that people make choices based on available options or because they cannot have everything.</p>	
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Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

Underlined information: the portion of the standard that is intended to be taught in a big idea.

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will understand the importance of holidays and events.</p>	<p>Essential Question(s): How and why do we celebrate holidays? Why are events important to you? Why are symbols significant to history?</p>
<p>Guam Standards:</p> <p><i>K.2.2 Use the following words and phrases related to chronology and time correctly: now, long ago, before, after; <u>morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs.</u></i></p> <p>K.2.4 Identify and describe the events celebrated during local or national holidays and why we celebrate them.</p> <p><i>K.3.2 Use words and phrases that indicate locations, directions, chronology, and time. EXAMPLE(S): Up, down, left, right</i></p> <p>K.4.3 Recognize the American and Guam flags and identify the president as the leader of the U.S. and the governor the leader of Guam.</p> <p>K.4.4 Recognize the Pledge of Allegiance.</p>	<p>CCSS ELA Support Standards:</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

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BOLD information: Standards that should be emphasized

	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 1, Quarter 2: Students will understand how to be a good citizen.</p>	<p>Essential Question(s): How should we show respect? How do we practice the qualities of being a good citizen? How do story characters influence our behavior?</p>
<p>Guam Standards:</p> <p><i>K.1.1 Identify and describe family or community members who promote the welfare and safety of children and adults.</i></p> <p>K.1.2 Use the word <i>because</i> in the context of stories or personal experiences correctly.</p> <p><i>K.4.1 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</i></p> <p><i>K.5.3 Recognize that people make choices based on available options or because they cannot have everything.</i></p>	<p>CCSS ELA Support Standards:</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 2, Quarter 2: Students will tell important events of their family life.</p>		<p>Essential Question(s): How do we use key words to help us describe past events? How has my family changed throughout the years? Why is a timeline important?</p>
<p>Guam Standards:</p> <p>K.2.1 Identify sequential words—<i>first, next, last</i>—in stories used to describe personal experiences.</p> <p><i>K.2.2 Use the following words and phrases related to chronology and time correctly: <u>now, long ago, before, after</u>; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs.</i></p> <p>K.2.3 <i>Tell important events in students’ own and their families’ lives in chronological order.</i></p> <p>K.2.4 <i>Identify and describe the events celebrated during local or national holidays and why we celebrate them.</i></p> <p>K.3.2 <i>Use words and phrases that indicate locations, directions, chronology, and time.</i> <i>EXAMPLE(S): Now, long ago, before, after</i></p>	<p>CCSS ELA Support Standards:</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	

Suggested Timeline: 2 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 3, Quarter 2: Students will understand what makes up their community.</p>	<p>Essential Question(s): How do laws affect the community? What are the attributes of workers in the community? How is fairness and justice important in the community?</p>
<p>Guam Standards:</p> <p><u>K.3.3</u> <i>Identify and recognize places at home, at school, and community locations.</i></p> <p>K.4.2 <i>Demonstrate that being a good citizen involves the following:</i></p> <ul style="list-style-type: none"> • <i>Taking turns and sharing</i> • <i>Taking responsibility for certain classroom chores</i> • <i>Taking care of personal belongings and respecting what belongs to others</i> • <i>Following rules and understanding the consequence of breaking rules</i> • <i>Practicing honesty, self-control, and kindness to others</i> • <i>Participating in decision making in the classroom</i> • <i>Participating successfully in group settings</i> <p>K.4.5 <i>Give examples that show the meaning of the following concepts at <u>home, in school</u>, and in the community:</i></p> <ul style="list-style-type: none"> • <i>Authority</i> • <i>Fairness</i> • <i>Justice</i> • <i>Responsibility</i> • <i>Rules</i> <p><u>K.4.6</u> <i>Explain the purpose of laws in the community and how they are enforced.</i></p> <p>K.5.1 <i>Give examples from the community of different kinds of jobs that people do, including the work they do at home.</i></p>	<p>CCSS ELA Support Standards:</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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GUAM District Level Curriculum Map

Grade K – Social Science *Quarter 2*

K.5.2 Match simple descriptions of work that people do with the names of those jobs found in the community.	
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Suggested Timeline: 2 weeks

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Guam Department of Education, August 1, 2013

<p>Big Idea 1, Quarter 3: Students will recognize and understand maps and globes.</p>	<p>Essential Question(s): How are maps and globes different? How do we use maps and globes? Why are maps and globes important?</p>
<p>Guam Standards: K.3.1 Identify and recognize the difference between maps and globes. <i>K.3.2 Use words and phrases that indicate locations, directions, chronology, and time.</i> <i>EXAMPLE(S): Near and far</i> K.3.4 Recognize the map of Guam.</p>	<p>CCSS ELA Support Standards: K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). K.RI.10 Actively engage in group reading activities with purpose and understanding. K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 2 weeks *Big ideas from previous quarters will be carried over to 3rd quarter.

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<p>Big Idea 1, Quarter 4: Students will identify the differences between needs and wants.</p>	<p>Essential Question(s): How do we get what we need? How can we distinguish between needs and wants? How do we earn money?</p>
<p>Guam Standards:</p> <p><i>K.4.1 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</i></p> <p><i>K.4.5 Give examples that show the meaning of the following concepts at home, in school, and in the community:</i></p> <ul style="list-style-type: none"> • Authority • Fairness • Justice • Responsibility • Rules <p>K.5.4 Explain that people work to earn money to buy the things they need and want.</p> <p>K.5.5 Use words relating to work, such as <i>jobs, money, buying, and selling.</i></p>	<p>CCSS Literacy Standards:</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 2 weeks *Big ideas from previous quarters will be carried over and reviewed in 4th quarter.

Italic Information: Recursive standard – repeated in at least one other quarter

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