**Kindergarten** [**Civic Ideals and Practices Inquiry**](http://www.c3teachers.org/inquiries/civic-ideals/)

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| Why Do I Have to Be Responsible? | |
| **Staging the Question: Watch a clip from the PBS Kids video *Responsibilities* and participate in a discussion unpacking the meaning of the word.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Civic Participation** **Comparison and Contextualization** |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| What does responsibility look like? | What are my responsibilities at home and at school? | What would happen if I weren’t responsible? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Draw a picture of themselves acting responsibly and describe the picture to a partner. | Construct a class T-chart showing home-based and school-based responsibilities. | Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities. |
| ***Integration of Inquiry Process and Skills*** | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests while watching a clip from the PBS Kids video *Responsibilities* and discussing the meaning of the word as well as the connection between jobs and responsibilities.  Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect | Connect |
| **Wonder**: **Formulates questions** about what responsibility looks like. | **Wonder: Formulates questions** about responsibilities at home and at school. | Wonder: Formulates questions about what would happen if someone wasn’t responsible. |
| Investigate: Uses materials provided to find answers to questions posed while examining an image bank demonstrating responsible behavior in three different settings. | Investigate: Uses ABC arrangement of picture books to locate materials while gathering books about acting responsibly. | Investigate: Interprets information represented in pictures and verbalizes the main idea while examining an image bank depicting scenarios that ask what responsible actions might ensue.  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Civic_Ideals.pdf) |
| Construct: Draws a picture of themselves acting responsibly and describes the picture to a partner. | Construct: Constructs a class T-chart showing home-based and school-based responsibilities. | Construct: Creates a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities. |
| Express: | **Express:** | **Express:** |
| Reflect: | Reflect: | Reflect: Identifies own strengths and sets goals for improvement.  **Graphic Organizer:** [**Reflect#1**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect1) |
| Summative Performance Task: *Argument:* Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible. | | |