**KUDs – Template**

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| **GLCE and Verb** | (1-H2.0.1)Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  LEARNING STYLE: Knowledge and Understanding | | | |
| **Knowledge (K)** | **Understand (U)** | **DOL:**  **Demonstration of Learning (DO)** | **Vocabulary** | **I Can** |
| Chronological thinking is when you need to place certain ideas in order. In our case it will be based on what happened earlier (past), what is happening now (present), and what could/would likely happen further on (future). The best way people do this is by creating a timeline, which is a graph that places specific events in order based on when they happened. Your family history can help you with when special events happened and same goes with events that have happened in your school. | Students will understand that family or school events that have happened or will happen in the future tend to create a certain order. | The student will create a timeline based on theirs, yours, or other families past, present, and future plans. | Chronological  Timelines  Past  Present  Future  Events  Family  School | I can distinguish certain events based on when they happened. |
| **GLCE and Verb** | (1-H2.0.4)Retell in sequence important ideas and details from stories about families or schools.  LEARNING STYLE: Skill and Performance | | | |
| **Knowledge (K)** | **Understand (U)** | **DOL:**  **Demonstration of Learning (DO)** | **Vocabulary** | **I Can** |
| In order to retell something you must know all of the facts from a story. In our example we can look at a person’s family or life. By focusing on date of birth, elementary school, middle school, high school, college they went too, first house they bought, if married, kids, job(s), if retired, if/when passed away, etc.  There are also school events that a student can focus on to grasp this concept. Such as, knowing when it first started, where it started, who created it, rebuilding or add-ons, programs offered, etc. In the end you will be able to place in order (sequence) based on important details and the time it took place. | Students will understand that details from stories can be important when trying to place them in order. | The student will create a book in order based on important details that their families have experienced. | Sequence  Family  School  Events | I can talk to a person about family or school stories in order of when they happened. |

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| **GLCE and Verb** | (1-H2.0.5)Use historical records and artifacts (e.g. photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.  LEARNING STYLE: Product | | | |
| **Knowledge (K)** | **Understand (U)** | **DOL:**  **Demonstration of Learning (DO)** | **Vocabulary** | **I Can** |
| The best way to draw conclusions about a family or social life from the past is to look at different artifacts. Such as, pictures showing what people are wearing or living in. Diaries or writings people kept about certain events they had to go through. Oral histories, which are just talks between two people based on an event. Finally, videos may be helpful to place them in the environment that people went through in the past. | Students will understand how family and school life in the past has changed using multiple historical documents. | The student will be given a worksheet with different type of artifacts printed on it and then circle what they notice are different about families or schools in the past than today. | Records  Artifacts  Photos  Diaries  Oral Histories  Videos  Past | I can make conclusions about family and school life based on different documents from the past. |

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| **GLCE and Verb** | (1-H2.0.6)Compare life today with life in the past using the criteria of family, school, jobs, or communication.  LEARNING STYLE: Reasoning and Thinking | | | |
| **Knowledge (K)** | **Understand (U)** | **DOL:**  **Demonstration of Learning (DO)** | **Vocabulary** | **I Can** |
| Learning to relate the past to present day, there are ideas to focus that have changed throughout the years. One of them is the schooling and what people learned back then. For instance, programs that were geared more towards what is known as vocational education. Where students are taught skills in order to perform a specific job. Where as in the present day we focus on a variety of different subjects: Math, Science, English, History, Physical Education, Art, Music, etc. Another change is what jobs people had back then. For example, the typical jobs were: Milkman, Typists, Switchboard Operators, Iceman, Elevator Operator, etc. Whereas now you see that we have progressed in the communication or resources available that we no longer need those jobs. Such as, computers, refrigerators, telephones, etc.  Even family life has changed since the past. For example, women and men both are able to have an actual job. Instead in the past women were known for being only designated to household duties, such as, cleaning, cooking, raising children, etc. | Students will understand that people who lived in the past compares to how life is in present day. | The student will be given different pictures and they will need to be sorted by school, jobs, family, and communication and then sorted by past, present, and future by gluing them on a piece of paper. | Past  Criteria  Family  School  Job  Communication  Life  Compare  Vocational Education | I can tell how life today has changed since people lived in the past. |