

Information Please: How to Be a Good Citizen* of Kindergarten

(*You can substitute “helpful” or “responsible” for “good” and “member” for “citizen” depending on how you typically refer to expected behaviors in your classroom.)

Summative Assessment: Grade Kindergarten



This is a culminating activity for use following completion of the social studies curriculum map: *Civics, Government, and Human Rights*.

Successful completion of this task will require the students to:

- Review and research what behaviors contribute toward being a “good citizen” of Kindergarten.
- “Write” a book with multiple pages expressing how to be a good citizen in Kindergarten.
- Share the book with classmates by reading and presenting to a small group or whole class.
- Include visuals (illustrations) in the book to further express ideas and engage audience.

Primary purpose of this task:

The primary purpose of this task is to provide an opportunity for our Kindergarten students to communicate what they have learned from the *Civics, Government, and Human Rights* Social Studies Unit. In this unit in Kindergarten, students learn about themselves and their classmates. They investigate what makes a responsible family member, classmate, and friend. They role play how to solve problems with others and who can help them when they are in need of support. They discuss and apply the classroom and school expectations (rules) and explain why it is important to create shared expectations. They analyze how following school and classroom expectations help to create a safe learning environment. They describe what happens when someone is treated in an unfair manner and how to resolve those types of unfair actions.

Standards Covered in this Assessment

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and

	the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.1 1	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.1 4	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Task Overview

Students will create a book informing their audience how to be a “good citizen” of Kindergarten. Students will combine what they have learned during Writing Workshop and Social Studies to help produce the product. In Kindergarten, students are typically excited to make books and share them with their peers. They spend a great deal of time making books as part of our implementation of the Lucy Calkins writing program. Since making books is such a big part of our writing program in Kindergarten, it lends itself well to being the culminating product for this Social Studies summative assessment.

Elements of Performance Task

Research Process:

- With support, researches and shows or explains relevant resources (interviews with classmates or teachers, books from classroom library, read-aloud books, classroom posters, pages from TCI textbook, pages from TCI Interactive Notebook, etc.)
- Selects relevant information from resources
- Plans for writing and presentation
- Manages time effectively

Written Component:

- Includes grade level appropriate illustrations that convey meaning
- Demonstrates grade level appropriate spelling, spacing, capitalization, and punctuation
- Develops the topic with accuracy, giving details and/or examples

- Edits and revises
- Length is appropriate to grade level expectations

Oral Presentation:

- Demonstrates knowledge of content
- Makes appropriate eye contact and uses body language to engage audience
- Speaks clearly and audibly
- Refers to visual components (shows illustrations)
- Demonstrates preparedness (practiced)

Visual Presentation:

- Integrates information with presentation
- Is easily interpreted (neat, e.g. “final copy”)
- Demonstrates accuracy – correct information
- Is visually appealing to engage audience

Process and Directions

1. Review the standards, goals, and objectives in the Kindergarten Unit: Civics, Government, and Human Rights (see curriculum map).
2. Teach those objectives by referring to the unit essential questions, unit enduring understanding, and the unit learning targets. Use TCI and other resources to meet those goals.
3. With your students, review some of the resources you have used to teach the unit. You may have used videos, children's literature, role-playing activities, posters, photos, TCI online lessons with photos, videos, poems, TCI textbook, TCI Interactive Student Notebook, puppets, 7 Habits resources, and Universal School Rules resources.
4. Explain to students that they will be creating a book using words and illustrations. They will be both the authors and the illustrators of their books.
5. Explain that the book will communicate how to be a helpful, contributing member of our Kindergarten class. Their books may include what makes a responsible classmate and friend, what it means to "get along," what makes a good helper at school, how to make friends, and how to solve problems with friends. Their books may also include classroom expectations and why it is important to have shared expectation (rules) and why following those expectations helps create a safe learning environment.
6. Use Units of Study Unit 3: Information Writing Lessons to guide student writing.
7. Have the resources that were used throughout the unit (see #3) available to the students.
8. Have blank multi-page books prepared to distribute to students. Use blank paper/books that the children are familiar with and allow for choices in selection.

9. Students begin writing their multi-page books. Students use all writing resources available that would typically be available to them during Writing Workshop (e.g. word wall, word charts, alphabet charts, sound cards). Encourage students to use resources in the room that were used throughout the Social Studies unit (see #3).
10. Students edit and revise books during Writing Workshop. Students can include peers in seeking suggestions.
11. Remind students that they will need to show or tell about at least one resource they used for information.
12. Students practice reading their books.
13. Have students complete student checklist (included below).
14. Students read completed book to whole class, small group of classmates, or preschool class.
15. Complete scoring rubric included with this assessment during/after each child reads book.

Assessment: Scoring Rubric (Check all that apply)

Student Name: _____

Date: _____

Performance Task: _____

Grade: _____

Research Process	Written Component	Oral Presentation	Visual Presentation
<p>___ With support, researches and shows or explains relevant resources (interviews with classmates or teachers, books from classroom library, read-aloud books, classroom posters, pages from TCI textbook or TCI interactive Notebook)</p> <p>___ Selects relevant information from resources</p> <p>___ Plans for writing and presentation</p> <p>___ Manages time effectively</p>	<p>___ Includes grade level appropriate illustrations that convey meaning</p> <p>___ Demonstrates grade level appropriate spelling, spacing, capitalization, and punctuation</p> <p>___ Develops the topic with accuracy, giving details and/or examples</p> <p>___ Edits and revises</p> <p>___ Length is appropriate to grade level expectations</p>	<p>___ Demonstrates knowledge of content</p> <p>___ Makes appropriate eye contact and uses body language to engage audience</p> <p>___ Speaks clearly and audibly</p> <p>___ Refers to visual components (shows illustrations)</p> <p>___ Demonstrates preparedness (practiced)</p>	<p>___ Integrates information with presentation</p> <p>___ Is easily interpreted (neat, e.g. "final copy")</p> <p>___ Demonstrates accuracy – correct information</p> <p>___ Is visually appealing to engage audience</p>
Checks: ____/4	Checks: ____/5	Checks: ____/5	Checks: ____4

Range	Assessment Score	Comments:
0-7 total checks	1 (Needs Support)	
8-12 total checks	2 (Approaches Expectations)	
13-18 total checks	3 (Meets Expectations)	Final Score: _____

Student Task

Directions to students:

We (I) have noticed that our classroom library really needs some great books about being a “Good Citizen” of Kindergarten. (Remember, you can substitute “helpful” or “responsible” for “good” and “member” for “citizen” depending on how you typically refer to expected behaviors in your classroom.) Who do you think could help with this? Who are the experts on this topic? Who would know the most about being a great helper, a good friend, and a good problem-solver in Kindergarten? Who knows all about expected behaviors in Kindergarten?

YES! You are the experts on what it looks like to be a Good Citizen of Kindergarten and what it means be a helpful and responsible member of our kindergarten class. You are also experts on writing books! We can really use your help. You are going to make a book using words and illustrations to remind other Kindergarten students how to be a Good Citizen of Kindergarten and a helpful member of our class. Your book will have multiple pages and will include what you have learned from some of our Social Studies lessons. You will have a chance to edit and revise your book. You will also get the chance to share/read/present your book to our class!

What are some ideas you might want to think about and include in your books?
(Ask children and make a list from their response. There is also a list below to help guide the discussion.)

What makes a responsible classmate and friend? How can I be one?

What does it mean to “get along?”

How do I get along with others?

How do I make friends?

How do I solve problems with others?

Who can help me solve problems?

What are the classroom expectations (rules)?

How do following school and classroom expectations help to create a safe learning environment?

What is happening when someone treats another person in an unfair manner and what can be done about it?

(Once the children get started, you can use the above list to help students as you work individually with them.)

Let's get started!

Remember, this activity will include:

- 1) research component – show or tell about at least one resource you used for information
- 2) written component – your book with words
- 3) oral component – you will read your book to the class
- 4) visual – your illustrations in your book

(Two other possible scenarios:

- 1) Students write the books for current preschool students and read them to the preschool class.
- 2) Students write the books for the classroom library for the incoming class of Kindergarten students.)

Name: _____

Checklist for Students

_____ My book has words & sentences. (written)

_____ My book has illustrations. (visual)

_____ I can tell about or show a resource I used.
(research)

_____ I practiced reading my book. (oral)

Resources

TCI website – *Social Studies Alive! Me and My World*

TCI *Interactive Student Notebook*

TCI *Social Studies Alive! Me and My World* textbook

Curriculum Map – I:\Elementary Social Studies Audit 2014-15\Elementary Curriculum Maps\Kindergarten

Universal School Rules resources

The 7 Habits of Happy Kids resources

Various children's literature you have read to your class, possibly:

David Goes to School by David Shannon

What Does It Mean To Be Kind by Rana DiOrio

How Do Dinosaurs Stay Friends? By Jane Yolen and Mark Teague

How Do Dinosaurs Go To School? By Jane Yolen and Mark Teague

Friendshapes by Amy Krouse Rosenthal and Tom Lichtenheld

Kindergarten Kids by Ellen B. Senisi

Leo the Late Bloomer by Robert Kraus

The Bad Seed by Jory John

Mean Jean the Recess Queen by Alexis O'Neill

How Full Is Your Bucket (for Kids) by Tom Rath

My Mouth Is a Volcano by Julia Cook

Interrupting Chicken by David Ezra Stein

Peanut Butter and Cupcake by Terry Border