

Kindergarten 2020 Unit #3: Social Studies - Citizenship

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **One Marking Period**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do people become good citizens?
- What helps citizens identify with their town, state, and country?
- What responsibilities do people have as being citizens of a town, state, and country?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Citizens need to vote and participate in government in order to be active and a part of the local, state, and national changes.
- People learn and stay up to date on symbols, rules and laws in order to stay safe and keep their cities, states, and countries safe.
- There is a process for people from other countries to become citizens, so that they fully understand the symbols, rules, and laws within a country.

Content

Students will be able to:

understand that rules keep us safe and keep things fair.

demonstrate rules and routine within a classroom.

understand that laws keep us safe

understand the Constitution of the United States contains the laws for our country.

understand that citizens are members of a country.

learn how people vote to make a choice.

understand that a mayor, governor, and President are leaders of a community, state, and country.

identify symbols that stand for the United States and the state.

understand that other countries have symbols

discuss rules and laws that are created to keep people safe and treated fairly

discuss the different levels of leaders who keep laws enforced and people safe (teachers, administrators, government leaders)

identify the symbols for our state and country that represent its people and history.

Resources

Classroom.school, and town rules charts

mobile of nation's symbols

patriotic songs

encarta kids

united streaming (Martin Luther King, Rosa Parks, etc.)

Flag day

brain pop jr.

Active board flipcharts

Promethean Planet (www.prometheanplanet.com)

mock election

MacMillan/McGraw-Hill Series

Character Education Lessons

Bucket Filler Program

leveled non-fiction readers

graphic organizers

Assessment

- Presentation, Small Project, Discussion, Collaboration