

Unit 2 National and State Symbols

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period:
Length: **Full Year - Kindergarten**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Kindergarten

Unit 2: National and State Symbols

Belleville Board of Education

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7/16/2018

Unit Overview

In Unit 2 students will learn about what United States symbols stand for and how they remind us of our country. They will learn that state symbols stand for important parts of our state. Lastly, students will discover that we can learn about our country through holidays.

Enduring Understanding

- United States symbols stand for and remind us of our country.
- State symbols stand for important parts of your state.
- We can learn about our country through holidays.

Essential Questions

- What does it mean to be American?
- What do we know about America?
- What do we know about symbols of America?
- Why do we say a pledge to the flag?
- What do we know about state symbols?
- Who are some American heroes?
- What are our national holidays?
- What do we remember on each holiday?

Exit Skills

By the end of kindergarten, Social Studies Unit 2, the students should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Use the concepts in this chapter create and play a game.
- Discuss the compelling question “What is important to Americans?” after completing the quest.
- Recognize that we all live in a country: the United States.
- Recognize that we all live in a state.
- Recognize the American flag, what it looks like, and what it represents.
- Identify important national symbols that represent America.
- Identify America's national song, why it was written, and what it represents.
- Recognize and identify several important songs of our country.

- Learn the kinds of information we can get from looking at images.
- Ask and answer questions about images.
- Identify flags as important state symbols.
- Identify other important symbols that represent the states.
- Name different heroes from American history.
- Identify why specific people from history are remembered as heroes.
- Identify national holidays that celebrate specific people.
- Recognize that we have many holidays to remember events that happened a long time ago.
- Identify the cause and effect of a particular event.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Interdisciplinary Connections

LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Learning Objectives

By the end of Kindergarten, Social Studies Unit 2, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Create and play a game using concepts from this chapter.
- Discuss the compelling question “What is important to Americans?” after completing the quest.
- Recognize that we all live in a country: The United States.
- Recognize that we all live in a state.
- Recognize the American flag, what it looks like, and what it represents.
- Identify important national symbols that represent America.
- Identify America's national song, why it was written, and what it represents.
- Recognize and identify several important songs of our country.
- Identify the kinds of information we can get from looking at images.
- Ask and answer questions about images.
- Identify flags as important state symbols.
- Identify other important symbols that represent the states.
- Identify different heroes from American history.
- Identify why specific people from history are remembered as heroes.
- Identify national holidays that celebrate specific people.
- Recognize that we have many holidays to remember events that happened a long time ago.
- Identify the cause and effect of a particular event.

Suggested Activities & Best Practices

Chapter 2

- Introduce the vocabulary by having the students sing about it “Holidays Are Special Days”
- Complete the Quest throughout the chapter. The Quest is to create a game using important American symbols.
- See the My World Activity Guide to find additional resources to complete the Quest.

Chapter 2 Lesson 1

- Complete the jumpstart activity “draw a picture of your home. Talk to a partner about it.”
- Go online and complete the interactive lesson review.
- See the My World Activity Guide to find additional resources and activities.

Chapter 2 Lesson 2

- Complete the jumpstart activity “Look at the flag in the picture. Tell your partner about the patterns on the flag.
- Complete the Quest connection “ circle some things that represent America.”
- Go online so children can explore symbols of our country.
- See the My World Activity Guide to find additional resources and activities.

Chapter 2 Lesson 3

- Complete the jumpstart activity “act out what you might do with a flag.”
- Go online and lead a discussion to start the lesson.
- See the My World Activity Guide to find additional resources and activities.

Chapter 2 Lesson 4

- Complete the jumpstart activity “think of a person from a long time ago. Tell about him or her.”
- See the My World Activity Guide to find additional resources and activities.

Chapter 2 Lesson 5

- Complete the jumpstart activity “Tell about a day when you get together with your neighbors.”
- Complete the Quest Connection “tell about events that are important to Americans.”
- Compare and contrast the three holidays presented in the lesson. The students can either work in small groups or as a whole group.
- See the My World Activity Guide to find additional resources and activities.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
 - Red Light, Green Light
 - Exit Tickets
 - Common benchmarks
 - Evaluation rubrics
 - Self-assessments
 - Unit tests
 - Quizzes
 - Journals
 - KWL Chart
 - Teacher Observation Checklist
 - Explaining
 - Evaluate
 - Describe
 - Define
 - Compare & Contrast
 - Illustration
 - Think, Write, Pair, Share
 - Think, Pair, Share
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- Admit Tickets
 - Anticipation Guide
 - Common benchmarks
 - Compare & Contrast

- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Kindergarten Teacher's Edition, Student Activity Mats, Student myWorld Interactive book, MyWorld Activity Guide, Leveled Student Readers

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tikatok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical thinking and Problem Solving
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21st Century Skills

- Global Awareness
- Environmental Literacy
- Civic Literacy

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- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Intervention Strategies

- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Teaching key aspects of a topic. Eliminate nonessential information

- Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
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 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
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Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

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- reducing the number of answer choices on a multiple choice test
- allowing the use of note cards or open-book during testing
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- modifying tests to reflect selected objectives
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- reducing or omitting lengthy outside reading assignments
- using computer word processing spell check and grammar check features
- allowing students to correct errors (looking for understanding)
- providing study guides

- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers
- teaching key aspects of a topic. Eliminate nonessential information
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Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: