

Unit 1: Learning and Working Together

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

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Kindergarten

Unit 1: Learning and Working Together

Belleville Board of Education

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Unit Overview

In Unit 1 students will learn about how people cooperate when they make decisions and how they work together to get a job done. Students will learn that people are good citizens when they follow rules and laws. Lastly, students will learn that people cooperate, share ideas, listen to others, and work together to solve problems.

Enduring Understanding

- People cooperate when they make decisions and work together to get a job done.
- People are good citizens when they follow rules and laws.
- People cooperate, share ideas, listen to others, and work together to solve problems.

Essential Questions

- How do people best cooperate?
- How will I know how to act at school?
- How will I know how to get along with others?
- How will I know about rules and laws to follow?
- How will I know about leaders who make rules and laws?
- How will I know what good citizens do?
- What would happen if children did not cooperate?
- How do people cooperate best in a community?
- How do people in the government cooperate?
- How are good citizens responsible?

Exit Skills

By the end of kindergarten, Social Studies Unit 1, 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 to make new class rules.
- Discuss the compelling question “why do we have rules?” after completing the quest.
- Identify ways children act in school.
- Recognize why people share and make good choices.
- Analyze what it means to take turns.
- Recognize why people cooperate.
- Identify ways of sharing.
- Identify and solve problems.
- Identify a problem and a solution.
- Recognize ways in which to solve problems.
- Recognize why we need rules and laws.
- Know the consequences of breaking rules.
- Identify rules at school.
- Compare school rules in the past with school rules today.
- Identify common laws.
- Identify leaders who make rules.
- Describe the leaders in my home.
- Explain how a government keeps communities safe.
- Recognize what makes a good citizen.
- Recognize that all people should be treated fairly.
- Identify how good citizens help solve problems.
- Recognize what responsibility is.
- Identify what makes a good citizen.
- Identify how good citizens are responsible and help others.
- Distinguish fact from fiction.
- Identify facts and details in stories and other texts.

SOC.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.
SOC.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.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.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).
SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.3.1	Distinguish fact from fiction.

Interdisciplinary Connections

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.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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.RF.K.4.B	Read grade level text for purpose and understanding.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Learning Objectives

By the end of Kindergarten, Social Studies Unit 1, students will demonstrate the ability to:

- Generate prior knowledge to gain understanding.
- Create new class rules.

- Discuss the compelling question “why do we have rules?” after completing the quest.
- Identify ways children act in school.
- Recognize why people share and make good choices.
- Analyze what it means to take turns.
- Recognize why people cooperate.
- Identify ways of sharing.
- Identify and solve problems.
- Identify a problem and a solution.
- Recognize ways in which to solve problems.
- Recognize why we need rules and laws.
- Analyze the consequences of breaking rules.
- Identify rules at school.
- Compare school rules in the past with school rules today.
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Suggested Activities & Best Practices

Chapter 1

- Introduce the vocabulary by having the students sing about it “We Go To School”
- Complete the Quest throughout the chapter. The Quest is to create some new class rules.
- See the My World Activity Guide to find additional resources to complete the Quest.

Chapter 1 Lesson 1

- Complete the jumpstart activity (“Turn and talk to a partner. Tell what you do in school.”)
- Play charades with the class. Students can take turns showing ways they act kind in school.
- See the My World Activity Guide to find additional resources and activities.

Chapter 1 Lesson 2

- Complete the jumpstart activity (“Turn to a partner. Show how you get along.”)
- Complete the Quest connection “tell how you get along by sharing with others.”
- Cause and Effect activity. “How does sharing make you feel?”
- Go online so children can explore ways to share and get along.
- See the My World Activity Guide to find additional resources and activities.

Chapter 1 Lesson 3

- Complete the jumpstart activity “Act out a way that you and your family stay safe at home. Have a partner guess what you are doing.”
- Go online and lead a discussion to start the lesson.
- Complete the Quest connection “What is a safety rule you follow?”
- Have the students create a collage using pictures from magazines about rules and laws we follow.
- See the My World Activity Guide to find additional resources and activities.

Chapter 1 Lesson 4

- Complete the jumpstart activity “Act out a rule you follow at home or in school. Talk with a partner about who made that rule.”
- See the My World Activity Guide to find additional resources and activities.

Chapter 1 Lesson 5

- Complete the jumpstart activity “Act out how you are nice to someone.”
- Go online to preview the lesson .
- See the My World Activity Guide to find additional resources and activities.

- Complete the jumpstart activity “Show how you are a good friend.”
- Complete the Quest Connection “What is a rule that the mouse followed?”
- See the My World Activity Guide to find additional resources and activities.
- Go online to compete the assessment.

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

- 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
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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)

allowing the use of note cards or open-book during testing

- - reducing the number of answer choices on a multiple choice test
 - 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

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Sample Lesson

Unit Name: Learning and Working Together (Chapter 1, Lesson 3)

NJSLS: See Standards Below

Interdisciplinary Connection: Reading

Statement of Objective: Students will be able to: Recognize why we need rules and laws. Identify the consequences of breaking rules. Identify rules at school. Compare school rules in the past with school rules today. Identify community laws.

Anticipatory Set/Do Now: Students will complete the jumpstart activity to get them engaged in the lesson. "Act out a way that you and your family stay safe at home. Have a partner guess what you are doing." Have some students act out their way to stay safe for the class. Begin the discussion about why rules are important.

Learning Activity:

- introduce the new vocabulary rules: rule, community and law.
- Work on the Quest Connection, "what is a safety rule you follow?" Have students think, pair, share their rule. The teacher

will write their rules on the board.

- Go on-line to Pearsonrealize.com, explore safety rules which will help the students complete the Quest.1
 - Students will complete a think, pair, share activity where they compare rules from long ago to rules that we have today.
 - Students will complete the lesson check, they will draw a picture that shows a rule that they follow to make sure no one gets hurt.
 - If you have additional time students can use magazines to create a collage about rules and laws that they follow.
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- Tell students that these are words they will learn more about in this lesson. Point out that they are highlighted in the text and will help them answer the Big Question.
 - Begin reading aloud;
 - During reading, stop to ask/answer questions;

Student Assessment/CFU's:

Think –Pair - Share activity, Student participation, teacher observations, Lesson check

Materials: Pearson workbooks, Pencils, Paper, Magazines, Glue, Scissors

21st Century Themes and Skills: Creativity and Innovation, Communication and Collaboration

Differentiation/Modifications: extra time to complete assignments, repeat directions, highlight text, visuals, Think-pair-share, peer assistance provided

Integration of Technology: Smart TV

SOC.K-4.1.1.2 Explain how the present is connected to the past.

SOC.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.

SOC.6.1.4.A.CS1 Rules and laws are developed to protect people's rights and the security and welfare of society.

SOC.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).

LA.K.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.