Unit 1: Learning and Working Together

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Belleville Public Schools

Curriculum Guide

Kindergarten Social Studies

Unit 1: Learning and Working Together

Belleville Board of Education

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Unit Overview

Chapter one focuses on students' expectations in the learning environment. Students will learn how to cooperate with others and problem solve. Students will learn how to be a good citizen by following rules and laws.

(Reference myWorld, Interactive, Chapter 1)

Enduring Understandings

- People cooperate when they make decisions and work together to get a job done.
- People are good citizens when they follow rules and laws.
- Rules keep people safe and healthy.
- People have choices about how they act.
- People cooperate, share ideas, listen to others, and work together to solve problems.

Essential Questions

Lesson 1: Where We Learn

- What do students learn in school?
- How should students act in school?
- Why should people make good choices?

Lesson 2: We Work Together

- How do people get along with others?
- How can people solve problems?
- Why should people cooperate?

Lesson 3: Rules and Laws

- Why do people follow rules and laws?
- How are school rules similar and different from the past?
- What rules do you and your family have at home?

Lesson 4: Leaders Make Rules

- What makes a person a leader?
- Who do you consider a leader? Why?
- Why is the government important?

Lesson 5: Good Citizens

- What are the characteristics of a good citizen?
- Why are rights important?
- How can good citizens help solve problems?

Lesson 6: Stories of Good Citizens

- Why is it important to follow rules?
- How are good citizens responsible?
- How can you be responsible?

Exit Skills

By the end of Chapter 1, students will be able to:

- Acquire and accurately use domain specific vocabulary.
- Determine the importance of school.
- Identify students' expectations at school.
- Evaluate the difference between good and poor choices.
- Generate a list of ways to cooperate with others.
- Create solutions for problems.
- Analyze the importance of rules.
- Compare and contrast rules from the past and present and different environments.
- Distinguish specific qualities of leaders and good citizens.
- Identify leaders in their community and the world.
- Determine the impact the government has on the community.
- Interpret the importance of rights.

New Jersey Student Learning Standards (NJSLS)

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.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	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.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
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.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
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.

Interdisciplinary Connections

LA.RI.K.1	With prompting and support, ask and answer questions about key details in 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.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
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.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Learning Objectives

Lesson 1: Where We Learn

- Discover what students learn in school.
- Identify appropriate student behaviors.
- Assess the importance of making good choices.

Lesson 2: We Work Together

- Determine the benefit of getting along with others.
- Analyze ways to solve problems.
- Generate ways to cooperate in a group.
- Evaluate the importance of Dr. Martin Luther King Jr.'s actions to change unfair laws.

Lesson 3: Rules and Laws

- Interpret the significance of rules and laws.
- Compare and contrasts school rules from the past to the present.
- Make connections to rules at home.

Lesson 4: Leaders Make Rules

- Distinguish characteristics of a leader.
- Identify a leader in their life.
- Evaluate the importance of government.

Lesson 5: Good Citizens

- Differentiate between good and poor characteristics of citizens.
- Assess the importance of the government.
- Develop ways good citizens can solve problems.

Lesson 6: Stories of Good Citizens

- Determine the importance of following rules.
- Identify how good citizens are responsible.
- Generate ways students can be responsible.

Suggested Activities & Best Practices

Chapter 1- Learning and Working Together

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: Where We Learn

- Jumpstart Activity
- Interactivity

Lesson 2: We Work Together

- Jumpstart Activity
- Interactivity
- Quest Connection
- Critical Thinking Skills

Lesson 3: Rules and Laws

- Jumpstart Activity
- Interactivity
- Quest Connection

Lesson 4: Leaders Make Rules

- Jumpstart Activity
- Interactivity

Lesson 5: Good Citizens

- Jumpstart Activity
- Interactivity

Lesson 6: Stories of a Good Citizen

- Interactivity
- Quest Connection
- Literacy Skills
- Citizenship

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- BrainPop Educators Website
- PBS Kids
- Fiction books on collaboration

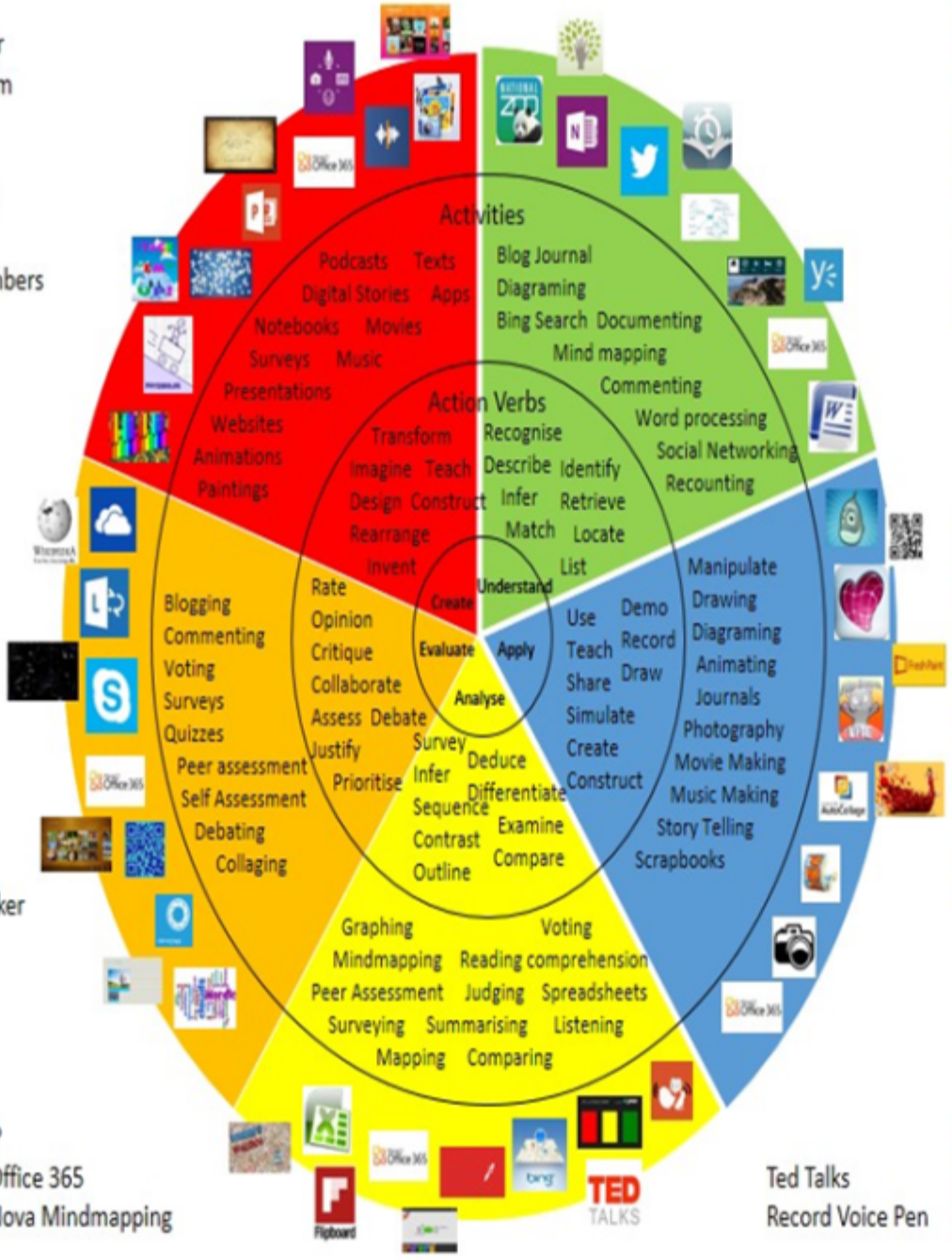
Technology Infusion

- myWorld Interactive Digital Component
- TeacherTube videos (rules, citizens, cooperation)
- Webquests (rules, citizens, cooperation)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Differentiations:

- 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

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- Using videos, illustrations, pictures, and drawings to explain or clarif.
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- 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 computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- 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.
- decreasing the amount of workpresented 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
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagemet, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Chapter 1- Learning and Working Together

NJSLS: See Link Below

Interdisciplinary Connection: See Link Below

Statement of Objective: SWDAT assess the importance of making good choices.

Anticipatory Set/Do Now: Complete the Jumpstart Activity by turning to a partner to share what you do in school. Make a concept map to display student ideas.

Learning Activity: Use anticipatory set to introduce "The Big Question," "How do you act in school." Turn to a partner to discuss what a choice is. Next, review vocabulary words, "school," "learn," and "choice" to build on students' background knowledge on how to act in school. In whole group, read aloud Chapter 1 Lesson 1 using the online read aloud component. During reading, check for understanding by asking and answering reading check questions. After reading, pose the question, "Why should you make good choices in school?" Turn to a partner to discuss ideas for guided instruction. For guided practice, construct a response by modeling how to restate the question and answer the question using a picture as a repsonse. Use the sentence starter, I should make good choices in school because... to unlock the big question. Allot students time to complete for independent practice and use assignment as a formative assessment to provide additional support as needed. Students will present their ideas to the class using share circles.

Student Assessment/CFU's: oral responses, formative assessment, turn and talk

Materials: myWorld Interactive consumable text, pencils, chart paper, markers, notebook

21st Century Themes and Skills: Information Literacy, Critical Thinking and Problem Solving, Global Awareness

Differentiation/Modifications:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Integration of Technology: myWorld Interactive online resources