Unit 1: My Community and Who I Am

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **Trimester 1**
Status: **Published**

Summary

In Kindergarten Social Studies, students examine identity, community, family, and traditions. With a particular focus on belonging, both to a community and one's family, students explore what makes us all unique, but also what we have in common. Developmentally appropriate lessons related to spatial awareness, financial responsibility, and civic competence are also included as introductions to these important topics that will be explored in greater detail in grades one and two.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "My Community and Who I am" where students will learn that we have responsibilities to our communities; we need rules and laws to keep us safe; people live and work together in communities; it is important to get along with others; problem solving will resolve conflict; we are all unique individuals; and our experiences through our families and environments shape who we are. By the end of this unit, students will be able to: recognize why rules and laws provide safety to our communities; recognize community helpers and their roles in the community; provide resolution to conflict; and determine the similarities and differences between themselves and their peers based on family experiences and traditions.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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.
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.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
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.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions and Enduring Understandings

Essential Questions:

- How do rules and laws keep us safe?
- In what ways does my community feel united?
- Why is diversity important to a community?
- Who am I? Who is in my family and what do we do?

Enduring Understandings:

- As a member of a community, we have certain responsibilities to our fellow community members.
- Rules and laws are intended to keep us safe and healthy - there are consequences for not following rules and laws.

Objectives

Students will know:

- There are many different leaders in our communities.
- Community helpers keep us safe and healthy.
- People can help to create or change rules and laws.
- People deserve respect.
- People are unique and diverse.
- People share common characteristics, but also people have differences.
- Our identities are shaped by our experiences.
- Family members care for and help each other

- Family compositions may be different

Students will be skilled at:

- Distinguishing between rules and laws.
- Understanding the consequences of not following rules.
- Describing work done in a school.
- Identifying community helpers and their roles in the community.
- Understanding the importance of getting along with others.
- Recognizing the defining traits of themselves and their families.
- Describing how they are the same as and different from their peers.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit 2 Inquiry Project (TCI p. 48-52)

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Unit 2 Lesson 4 (p. 53) *How Do I Get Along With Others?* (The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Monster Mouth (p. 55)

b. Vocabulary Activity: get along

c. Hands-On Activity/Reading: Sunshine Telephone Game

d. Show What You Know: Students will draw a picture answering the question: what is one good choice you can make

3. Complete TCI Unit 2 Lesson 5 (p.65) *How Do I Make Friends?* (The instructor will need to use the premade slides from TCI's

website to effectively teach each section.)

a. Preview Activity: Draw a Face (p.67)

b. Vocabulary Activity: introduce

c. Hands-On Activity/Reading: Puppet Activity

d. Show What You Know: Draw a Picture of Yourself

4. Complete Classroom Rules Lesson

Watch BrainPopJr.- School Video about Rules

a. Vocabulary: citizens, community, respect, rules, safe, school

b. Reading: Read What are Some Rules at School

c. Activity: Students will partner up to generate classroom rules

d. Show What You Know: As a class, students will create the classroom rules on large chart paper and each sign the bottom.

5. Complete TCI Unit 2 Lesson 6 (p. 77) *How do I Solve Problems with Others? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Circle the picture (p. 79)

b. Vocabulary Activity: calm down, problem, solve, vote

c. Hands-On Activity/Reading: Let's Talk it Out

d. Show What You Know: Draw an Image for each problem solving step.

6. Complete TCI Unit 2 Lesson 7 (p. 91) *How Can I Be A Good Helper At School?* (The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Draw a Smile (p. 93)

b. Vocabulary Activity: directions

c. Hands-On Activity/Reading: Make the school a better place.

d. Show What You Know: Complete the picture by drawing the classroom items.

7. Complete School Community Lesson

a. Preview Activity: BrainPopJr. School Video

b. Read texts from Pebble Go: "What is Diversity?"

c. Vocabulary: school, job

d. Hands-On Activity/Reading: Read Fountas & Pinnell Shared Reading School Days. Then go through School Community slideshow (Teacher must personalize slideshow based on individual school and staff)

e. Show What You Know: Students will draw their favorite school community helper and tell why it is their favorite.

8. Complete Community Helpers Lesson

a. Preview Activity: BrainPopJr. Community Helpers

b. Read Pebble Go Texts about Different Examples of Community Helpers (ex: Doris "Dorie" Miller, Domingo Liotta, Marley Dias)

c. Vocabulary Activity: community, job

d. Hands-On Activity/Reading: Read Tinyville Town Gets to Work! Discuss Book and then do activity Community Helpers- Jobs People Do

e. Show What You Know: Community Helpers Sort

9. Complete TCI Unit 1 Lesson 1 (p. 7) *Who Am I?* (The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Finish the Words (p. 9)

b. Vocabulary Activity: feelings, special

c. Hands-On Activity/Reading: Explore Feelings

d. Show What You Know: Draw your face and two things that make you special

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments

- Lesson 4 "Show What You Know" (p. 64) - Students will draw a picture of one good choice they make.

- Lesson 5 “Show What You Know”(p. 76) - Students will introduce themselves in a sentence then draw a picture of themselves.
- Lesson 6 “Show What You Know”(p. 90) - Students will draw an image for each of the steps in how to solve a problem.
- Lesson 7 “Show What You Know”(p. 104) - Students will complete the picture by drawing where classroom items belong.
- Lesson 1 “Show What You Know”(p. 18) - Students will draw their face and two things that make them special.

Summative Assessments:

- Lesson 4 Assessment: How Do I Get Along With Others?
- Lesson 5 Assessment: How Do I Make Friends?
- Lesson 6 Assessment: How Do I Solve Problems with Others?
- Lesson 7 Assessment: How Can I Be a Good Helper at School.
- School Community Assessment: Draw your Favorite School Helper.
- Community Helpers Assessment: Community Helper Sort.
- Lesson 1 Assessment: Who am I?

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 50)
    - Constructing an Argument (p. 52)
    - Taking Informed Action (p. 52)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core

Book List

The following are approved resources that teachers can include to further unit related objectives:

- School Community Lesson slides (Slides)
- Community Helper Activity (Slides)
- TCI: Social Studies Alive! Me and My World
- BrainPopJr.
- PebbleGo
- Reading A-Z

Supplemental Resources for Lesson 4:

- Get Along- Sesame Street
- What if Everybody Did That By, Ellen Javernick
- Play Direction Based Games Allowing Students to Take Turns; Simon Says, Red Light Green Light, I Spy, Follow the Leader
- Cosmic Kids Yoga

Supplemental Resources for Lesson 5:

- Daniel Tiger Introductions
- Should I Share My Ice Cream By, Mo Williams
- Being Kind-PBS
- Start with Hello Week
- Bucket Fillers- Based on the Book by Carol McCloud

Supplemental Resources for Classroom Rules Lesson:

- Our Class is a Family By, Shannon Olsen
- All Are Welcome By, Alexandra Penfold
- The Day You Begin By, Jacqueline Woodson
- Listen and Learn By, Cheri J. Meiners

- Fire Drill- Daniel Tiger

Supplemental Resources for Lesson 6:

- Helping Kids Resolve Conflicts
- Sesame Street- School Friends
- Speak Up Molly Lou Melon By, Patty Lovell
- Spaghetti in a Hot Dog Bun By, Maria Dismondy
- Peanut Butter and CupCake By, Terry Border

Supplemental Resources for Lesson 7:

- Respect and Take Care of Things By, Cheri J. Meiners
- Clean Up Song- Go Noodle
- Listen Up! Follow Directions

Supplemental Resources for School Community Lesson:

- Cranford Schools
- People in my School

Supplemental Resources for Community Helpers Lesson:

- Cranford Fire Department for school visit
- School Resource Officers
- Township of Cranford
- Fire Safety with Sparky
- Friendly Police
- Community Helpers-PBS
- People in Your Neighborhood
- Pebble Go: Jobs in the Community

Supplemental Resources for Lesson 1:

- Storybots- Emotions

- Introducing Different Emotions
- Different Emotions- Disney Version
- Inside Out- Guess the Feeling
- Would You Rather
- Would You Rather version 2

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.