# Unit 2: My Family History and Traditions

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **Trimester 2**
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 citizenship, historical timelines, 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 Family History and Traditions" where students will learn how understanding the past helps to make sense and develop a deeper appreciation of the present. By the end of this unit, students will be able to explain how family history can be shared and passed down between generations, and while some things change over time, some things also remain the same.

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

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

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.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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.

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.

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| 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). |

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| 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.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 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.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. |
| LA.RL.K.4 | Ask and answer questions about unknown words in a text. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| 6.1.2.CivicsDP.1 | Explain how national symbols reflect on American values and principles. |
| 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. |
| 6.1.2.CivicsDP.3 | Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |
| LA.RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. |
| 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. |
| 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 |

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| | 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.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. |
| 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. |
| 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. |
| 6.1.2.HistoryCC.2 | Use a timeline of important events to make inferences about the "big picture" of history. |

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| LA.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| LA.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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. |
| 6.1.2.HistoryUP.3 | Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. |
| 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 are families' traditions similar and different?
- How has my family changed and remained the same over time?
- How do our families influence our identities and values?
- Why is freedom important?

**Enduring Understandings:**

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- The nature of history involves stories of the past preserved in a variety of sources.

## Objectives

**Students will know:**

- People have different traditions.
- Traditions are often celebrated with families - these can include holidays.
- Families' have their own histories - these histories may have started in other places.

- Family history can be shared and passed down between generations.
- Some things change over time and some things remain the same - this includes people, too.
- Things that have happened in the past are part of our history.
- Our history can shape our values and identities.
- We can learn from our past.
- We use sequence words to recount events.
- In America, we value freedom - no one should take that freedom away from us.
- Our community can feel united by symbols.

**Students will be skilled at:**

- Understanding themselves as part of a family.
- Identifying the diversity between their families and communities.
- Describing different family dynamics.
- Recognizing similarities and differences.
- Identifying past occurrences and changes over time.
- Recognizing the key American symbols and values.
- Describing what it means to be united.

## Learning Plan

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

1. **Optional TCI Unit 1 Inquiry Project** (TCI p. 2-6 )
    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. **Introduce TCI Unit 1 Lesson 2** (p.19-22 ) *What is a Family?* (The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

Part I:

a. Preview Activity: Draw Your Family (p. 21)

b. Utilize Pebble Go's "Families" collection to highlight that different types of family structures exist
c. Utilize Pebble Go's "Holidays" collection to highlight the rich and diverse holidays that people celebrate

d. Vocabulary Activity: family, tradition

e. Holiday Traditions Project

i. Days Needed for Students to Share Project

f. Complete TCI Unit 1 Lesson 2 (p. 23)

Part ii:

The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Hands-On Activity/Reading: Discovering Traditions

b. Show What You Know: Draw a Picture of a New Family Tradition You Could Start. (p.32)

**3. Complete TCI Unit 1 Lesson 3** (p. 33 ) *How is Our Life Different from Long Ago? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: What do you want to know?

b. Vocabulary Activity: travel, well

c. Hands-On Activity/Reading: Getting Water

d. Show What You Know: Long Ago vs. Today (p. 46)

e. Students Will Work on All About Me Book

**4. Complete TCI Unit 2 Lesson 8** (p.105) *How Do Americans Celebrate? (*The instructor will need to use the premade slides from TCI's website to effectively teach each section.)

a. Preview Activity: Match the Holiday Images.

b. Vocabulary Activity: federal holiday, patriotic

c. Hands-On Activity/Reading:

d. Show What You Know: Draw a Symbol for each of these holidays (p. 117)

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 2 “Show What You Know” (p. 32 ) - Students will draw a picture of a family tradition they could start.
- Lesson 3 “Show What You Know”(p. 46) - Students will circle if the picture is from long ago or today.
- Lesson 8 “Show What You Know”(p. 171) - Students will draw a picture for each listed holiday.

Summative Assessments:

- Lesson 2 Assessment: Holiday Traditions.
- Lesson 2 Assessment: What Is a Family?
- Lesson 3 Assessment: How is Our Life Different from Long Ago?
- Lesson 3 Assessment: Students Will Work on All About Me Book
- Lesson 8 Assessment: How Do Americans Celebrate?

**Alternative Assessments:**

- Unit 1 Inquiry
    - Collecting Evidence (p. 4 )
    - Constructing an Argument (p. 6 )
    - Taking Informed Action (p. 6 )

- Lesson 8- Order the Holidays (p. 118)

**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:

- TCI: Social Studies Alive! Me and My World
- BrainPopJr.
- PebbleGo
- Reading A-Z
- Holiday Traditions

**Supplemental Resources for Lesson 2:**

- Fabio's Holiday Moose Caboose
- National Geographic Winter Holidays
- Arthur's Family History
- Family Song- Sesame Street
- We are a Family- Jack Hartman
- Families By, Shelley Rotner
- Pete the Cat Rock on Mom and Dad
- Families Have Good Manners- Berenstain Bears
- Families Celebrate Holidays- Sesame Street

- Where is Your Family From?
- Pebble Go: Families

**Supplemental Resources for Lesson 3:**

- Clothes and Transportation in the Past
- Reading A-Z: Long Ago and Today

**Supplemental Resources for Lesson 8:**

- Stories: Harriet Tubman, Daniel Boone
- Patriotic Songs: The Star Spangled Banner, Grand Old Flag, Yankee Doodle Dandy, This Land is Your Land, My Country Tis' of Thee, America the Beautiful, God Bless America
- American Symbols Crafts
    - Flag Craft Option 1
    - Flag Craft Option 2
    - Uncle Sam Craft
- Muppets Salute to America
- Muppets- Great Moments In History

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.