

Kindergarten Unit 1: Being a Good Citizen

Content Area: **Social Studies**
Course(s): **Social Studies Grade K**
Time Period:
Length: **14 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.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.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

Rationale & Transfer Goals

As students enter Kindergarten, and many their first traditional school experience, they will learn about their school and classroom community, getting along with others, following rules and expectations and confronting problems with solutions. Students will learn about choices and consequences. Students will demonstrate an understanding of how to be a good citizen in their school, home and neighborhood. Students will identify laws and discuss how they contribute to a safe society. Students will identify different types of groups of people (families, teams, classmates), and why it is important for different groups to get along and work together. Students will identify their role within various groups. Students will identify and summarize the contributions of great citizens in history.

Enduring Understandings

- People live, work and play together in groups.
- It is important to get along with others.
- It is important to follow rules and laws.
- Our choices have consequences.
- One person can change the world.

Essential Questions

- Why is it important to be a good citizen?
- What character traits do good citizens demonstrate?
- How do your choices affect others?
- What is the purpose of rules?
- How can we solve problems?
- What is the consequence of not following rules and laws?

Important Vocabulary

- cooperate
- rule
- fair
- respect
- problem
- solution
- citizen
- responsible
- community
- laws
- brave
- honesty

Content - What students will know

- Names of groups of people (family, friends, classmates, teammates)
- What happens when people get along (Things get done quicker, people are happier, things are more fun)

- How rules help us get along (Rules tell us how to act with each other; they keep things fair)
- Malala Yousafzai's story; Why did she talk to the UN? What did she say? How did she change the world? (She wasn't allowed to go to school in her country and that made her mad, she talked about letting girls go to school).
- How you can do your part to keep your neighborhood safe and clean. I can recycle, put trash in containers, and help others
- Why communities have rules and laws people must follow (Laws and rules keep people safe)
- Names of great citizens and their contributions (Example: Cesar Chavez was a great citizen because he worked to make sure farm workers were treated fairly).

Skills - What students will be able to do

- ID types of groups of people
- Explain their experiences and roles in a group
- Act out or explain a situation in which groups work together
- Identify rules and their importance in different places within the community, including home and school
- Demonstrate examples of choice and consequences through discussion, stories and role-playing
- Name problem solving steps and apply to several examples
- Identify Malala Yousafzai
- Discuss what Malala Yousafzai did and how one person can change the world
- Identify the ways citizens are helping their neighborhood
- Explain what recycling is and its importance
- Identify and summarize a law being followed in photographs
- Predict what could happen if a law is not followed
- Summarize the contributions of great citizens
- Explain how a great citizen differs from a good citizen
- Reading Skill: Main Idea and Details
- Participation Skill: Work Together
- Critical Thinking Skill: Solve a Problem

Instructional Activities - How we teach content and skills

- [HMH Magazine](#)
- [HMH In The News](#)
- [HMH FYI](#)
- [Online Resources](#)
- Little Thinkers
- Brainpop Jr.
- Scholastic Kids

Evidence/Assessment - How we know students have learned

- [Magazine and Benchmark Assessment](#)
- Informal assessments
- Anecdotal notes & participation

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
First Unit for Kindergarten; some students may have little to no background knowledge Students may have prior experiences with participating in groups, choices, rules, and consequences as part of their home or PreK/Daycare/neighborhood community	Participating as part of a group	Students will build upon their experiences as good citizens within different groups Students will demonstrate Cubs Pride expectations

Key Resources

- [Unit 1 Resources](#)
- [Unit 1 Magazine](#)
- Little Thinkers supplemental resource
- Classroom rules poster
- Cubs Pride expectations poster
- Literature: Goldilocks and the Three Bears, Jack and the Beanstalk, other stories that demonstrate choice and consequence, Stick and Stone, other stories that demonstrate working together or helping others

21st Century Life & Careers

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

MA.K.CC.A.1

Count to 100 by ones and by tens.

MA.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

MA.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

LA.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

SCI.K-ESS3-3

Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

VPA.1.4.2.A.3

Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

Intersections of History

The objective of this unit is for students to identify themselves in terms of a group. They may have experiences to share as part of a family, class, church, friend group, or team. Students will discuss their role in various groups. Students will identify conflict that could arise within groups and strategies for problem solving. Students will engage in conversation and provide examples of ways rules and laws keep order in society. Students will describe the contributions of good citizens around them and good citizens throughout history. Students will develop and build upon global awareness through current and past events.

Black: Students will study notable black activists, such as Ruby Bridges and Mary McLeod Bethune. Students will summarize their stories and achievements and describe ways in which they demonstrated bravery and impacted positive change in society. Students will summarize, in developmentally appropriate terms, key events in black history, such as slavery, segregation and racism, and will identify and describe leaders of the Black History and the Civil Rights movement. Students will compare and contrast laws and citizens of places around the world. Students will understand that laws are in place to protect all citizens regardless of color, nationality, gender, religion or orientation. Students will discuss their experiences and develop relationships with groups of individuals of all backgrounds, races, genders and identities. Related literature to support intersection: *Henry's Freedom Box: A True Story* by Ellen Levine, *I am Rosa Parks* by Brad Meltzer, *Moses When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford,

Follow the Drinking Gourd by Jeanette Winter, [Be a King: Dr. Martin Luther King Jr.'s Dream and You](#) by Carol Boston Weatherford, The True Story of Ruby Bridges by Robert Coles

Hispanic: Students will study hispanic activist Cesar Chavez. Students will summarize his story and achievements and describe ways in which he impacted positive change in society. Students will compare and contrast laws and citizens of places around the world. Students will understand that laws are in place to protect all citizens regardless of color, nationality, gender, religion or orientation. Students will discuss their experiences and develop relationships with groups of individuals of all backgrounds, races, genders and identities. Related literature to support intersection: Harvesting Hope: The Story of Caesar Chavez by Kathleen Krull, I am Latino: The Beauty in Me by Myles C. Pynkney, Marti's Song for Freedom: Marti y Sus Versos Por La Libertad by Emma Otheguy, Mariana and Her Familia by Mónica Mancillas, Dolores Huerta: A Hero to Migrant Workers by Sarah Warren

Women: Students will study Malala Yousafzai and her fight for women's rights in her home country of Pakistan. Students will explore ways in which women all over the world may not be treated as equal citizens, such as in Malala's story. Students will identify females in various groups relevant to their lives. Students will understand that laws are in place to protect all citizens regardless of color, nationality, gender, religion or orientation. Students will discuss their experiences and develop relationships with groups of individuals of all backgrounds, races, genders and identities. Related literature to support intersection: Malala's Magic Pencil by Malala Yousafzai, I Dissent: Ruth Bader Ginsburg Makes Her Mark by Debbie Levy, I Am Sacagawea by Brad Meltzer, Eleanor by Barbara Cooney

LGBTQ: Students will identify LGBTQ individuals in various groups relevant to their lives, such as in the family unit. Students will engage in discussion, at a developmentally appropriate level, of the fight for equal rights of minority groups. Students will understand that laws are in place to protect all citizens regardless of color, nationality, gender, religion or orientation. Students will discuss their experiences and develop relationships with groups of individuals of all backgrounds, races, genders and identities. Related literature to support intersection: Love Makes a Family by Sophie Beer, Families Belong by Dan Saks, The Family Book by Todd Parr