

# Kindergarten Unit 3: Jobs

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

## NJSLS - Social Studies

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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.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
SOC.6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

## Rationale & Transfer Goals

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Students may be familiar with the jobs of their parents and/or different jobs in places they are familiar with, such as: teacher at a school, doctor at a hospital, firefighter at fire station. Students will explore different jobs in their school, community and from history. Students will explore the roles and importance of different types of jobs, why people choose to do certain jobs and the benefits or necessity of working. Students will identify how animals can perform jobs that help others. Students will compare and contrast jobs from long ago and today by identifying the machinery and materials needed to do certain jobs long ago and how they have evolved over time. Students will understand what people earn when they work and that making choices involves cost and benefits.

## Enduring Understandings

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- People do different jobs.

- People work in different places.
- Animals can do jobs.
- Things we need to live cost money.

## **Essential Questions**

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- Why do people choose different jobs?
- Why do people work?
- Where do people work?

## **Important Vocabulary**

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- worker
- job
- teacher
- principal
- firefighter
- police officer
- nurse
- carpenter
- mechanic
- money
- goods
- services

## **Content - What students will know**

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- What is a job? (A job is a kind of work people do)
- What is a child's job at school? (A child's job at school is to learn as much as they can by paying attention to the teacher, working carefully and doing their best)
- What are some jobs done by workers in the community? (police officer, firefighter, bus driver, mail

carrier, etc.)

- What does a mechanic do? (A mechanic fixes people's cars)
- What kinds of jobs can animals do? (Animals can guide a person on the street, help someone with medicine, and give comfort to people in hospitals)
- What kind of problems do carpenters fix? (They fix things that are made of wood)
- How have jobs changed from long ago? (Long ago things were made by hand and took time to make. Machines have made many jobs easier and faster to do)
- Why do people work? (One reason people work is to get paid so they have money to buy things)

### **Skills - What students will be able to do**

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- Identify the jobs in a school
- Describe the work done in a job
- Identify a student's job
- Categorize and classify school tools vs. not school tools
- Name community workers
- Compare and contrast two jobs
- Identify places people work
- Connect the work people do with the places they work
- Identify and describe ways animals can have jobs that help people
- Contribute to a collaborative discussion
- Explain how community workers solve problems
- Identify a problem and how a community worker can help solve the problem
- Analyze primary sources to obtain information
- Compare and contrast jobs from long ago and today
- Identify what people earn when they work
- Recognize making choices involves cost and benefits
- Sequence events with time-order words
- Reading skill: Categorize & classify
- Critical Thinking Skill: Make a Choice when Buying
- Critical Thinking Skill: Examine Clues from the Past

### **Instructional Activities - How we teach content and skills**

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

- Scholastic Kids

### **Evidence/Assessment - How we know students have learned**

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- [Magazine & Benchmark Assessment](#)
- Informal assessments
- Anecdotal notes & participation
- Project: Interview an adult about their job; create a book about a job or what you want to be when you grow up

### **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Community workers in your neighborhood	A neighborhood is part of a group or community that you belong to; it is important to be a responsible citizen in your neighborhood	Fire stations, supermarkets, school and home- together these places make up a neighborhood. What is your neighborhood like? Who lives and works there?

### **Key Resources**

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- [Unit 3 Resources](#)
- [Unit 3 Magazine](#)
- Little Thinkers supplemental resource
- Literature: Stories where characters have jobs, for example: The Shepherd and the Wild Goats; stories about benefits such as The Three Little Pigs (the benefit of building a house of brick vs a house of straw or sticks)

## 21st Century Life & Careers

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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

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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

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MA.K.CC.A.1

Count to 100 by ones and by tens.

MA.K-2.1.2.2.Cr1a

Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

MA.K.CC.B.4

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

HE.K-2.2.1.2.CHSS.3

Demonstrate how to dial and text 911 in case of an emergency.

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

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The objective of this unit is for students to explore jobs. Students will name and describe familiar jobs of those in their community- such as teacher, doctor, dentist, police officer, hairdresser, firefighter, food service worker and more. Students will identify the tools needed to do certain jobs and how these jobs help the community. Students will identify reasons why people work and how jobs have evolved over time. Students will describe ways in which animals can work. Students will develop and build upon global awareness through current and past events.

**Black:** Students will identify and describe their interactions with black community helpers that they have had. Students will build their background knowledge of black history, starting from developmentally appropriate concepts of slavery, abolishment, segregation, the civil rights movement and relate those concepts to how rights have changed for the black community over time. Through video, picture and discussion, students may compare and contrast places of work (ie- how do doctor's offices or schools look alike? Different?) on different continents and jobs that may be unique to or prominent in one region of the world. Related literature to support intersection: Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly, Dreambuilder: The Story of Architect Philip Freelon by Kelly Starling Lyons, Dave the Potter: Artist, Poet, Slave by Laban Carrick Hill

**Hispanic:** Students will identify and describe their interactions with Hispanic community helpers that they

have had. Through video, picture and discussion, students may compare and contrast places of work (i.e.- how do doctor's offices or schools look alike? Different?) on different continents and jobs that may be unique and prominent in one region of the world. Students will study prominent Hispanic figures and describe their job, for example: Dr. Ellen Ochoa is a NASA astronaut and engineer, Sonia Sotomayor is the first Latina Supreme Court Justice. Related literature to support intersection: *Turning Pages: My Life Story* by Sonia Sotomayor, *The Astronaut with a Song for the Stars: The Story of Dr. Ellen Ochoa* by Julia Finley Mosca, Dolores Huerta: *A Hero to Migrant Workers* by Sarah E. Warren

**Women:** Students will identify and describe their interactions with female community helpers that they have had. Students will explore, in developmentally appropriate terms, the concept of women's equality in the workplace over time. Students will study prominent females in a range of jobs from athletes to politicians to scientists. Related Literature to support intersection: *Brave Ballerina: The Story of Janet Collins* by Michelle Meadows, *Secret Engineer: How Emily Roebling Built the Brooklyn Bridge* by Rachel Dougherty, *Planting Stories: The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise

**LGBTQ:** Students will identify and describe their interactions with LGBTQ community helpers that they have had. Students will study prominent LGBTQ figures in a range of jobs from athletes to politicians to scientists. Related Literature to support intersection: *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* by Sharice Davids, The "Pride In.." series by Emilie Dufresne (arts, sports, STEM, change), *I am Billie Jean King* by Brad Meltzer