

Kindergarten Unit 5: Our Neighborhood

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

NJSLS - Social Studies

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.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

Rationale & Transfer Goals

Students have been learning about maps and the world around them. In this unit, students will “narrow in” on the map and learn about different kinds of neighborhoods, important people to know in their neighborhoods, and how to get around neighborhoods using a map. Students will identify places in their neighborhood and interpret information on a neighborhood map, such as landmarks and traffic signs. Students will use a map to identify and describe their classroom. Students will compare and contrast neighborhoods with different geographical locations, but also neighborhoods of long ago and today.

Enduring Understandings

- A neighborhood is where we live.
- All neighborhoods look different.
- Community helpers work in your neighborhood.

Essential Questions

- What is your neighborhood like?
- What jobs do people do in your neighborhood?

Important Vocabulary

- neighborhood
- model
- symbol
- route
- transportation
- traffic sign
- principal
- library

Content - What students will know

- What is a neighborhood? (Where you live)
- Name three things you might see in a neighborhood. Possible responses: store, homes, fire station, police station, etc.
- Explain what neighborhood maps show us. (The places in a neighborhood and where they are located)
- What does transportation help people do? (Transportation helps people get around.)
- Name three forms of transportation. Possible responses include: bus, car, train, bike, plane, etc.
- Why do we have traffic signs and signals? (To keep people safe)
- Name two places you can buy food. Responses may include: grocery store, farm stand (produce stand), food truck, restaurant
- Name three places neighbors get together. Responses may include church, mosque, synagogue, café, park, theater.
- Describe what people do at each of those places. Responses will vary.
- Name three helpers you can find in our neighborhood. Responses may include: firefighters, police officers, doctors, teachers
- Tell the work they do and how they can help us. Responses may include: Firefighters can help put out fires. Police officers can help us if we are lost. Doctors can help us if we are sick. Teachers can teach us how to read and do math.
- Name important jobs in a school. Possible responses: teacher, librarian, cafeteria worker, principal.
- Explain what each of these people do and where you can find them in our school.
- Explain what neighborhood life was like in earlier times. Responses will vary but may include: Life was hard. You had to make your own clothes, build your own shelter, chop down trees, get water from

a well and carry it into your house, etc.

Skills - What students will be able to do

- Describe their own neighborhood.
- Identify things in a city neighborhood.
- Interpret information on a map.
- Identify symbols found on a map.
- Compare and contrast neighborhoods.
- Name several forms of transportation.
- Identify traffic signs and symbols.
- Identify the purpose of different places in a neighborhood.
- Compare and contrast places in a neighborhood.
- Name and describe places where people get together.
- Compare and contrast places where people get together.
- Name people in the neighborhood that can help them.
- Name several jobs in a school.
- Follow a route on a school map.
- Explain what life was like in earlier times.

Instructional Activities - How we teach content and skills

- [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

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

- Project: Make a map of your neighborhood; Go on a sign hunt in your neighborhood

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Interpreting maps	What is a map, how is it used, what is on a map, what does it show us?	Make a map of your neighborhood or classroom

Key Resources

- [Unit 5 Resources](#)
- [Unit 5 Magazine](#)
- Map of community/neighborhood
- Map of school

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

HE.K-2.2.1.2.PGD.2 Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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.
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.
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).
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Intersections of History

The objective of this unit is for students to explore the concept of a neighborhood. Students will use map skills to locate landmarks, identify symbols and interpret information on a map. Students will identify the places and people around them. Students will discuss places where people in a neighborhood may gather, or where they may work and what they do. Students will identify different forms of transportation throughout a neighborhood. Students will explore their own school surroundings by identifying several workers in a school and describing their role. Students will compare schools of long ago to schools today. Students will develop and build upon global awareness through current and past events.

Black: Students will explore the contributions of black leaders in transportation, such as Garrett Augustus Morgan and Bessie Coleman and talk about the impact of these achievements on transportation on their lives today. Students will define segregation and explore, at a developmentally appropriate level, that in the past these practices were in place in public areas, such as school. Students will explore the contributions of black civil rights leaders and how their actions, words and bravery inspired change. Students may identify black owned businesses or figures in their neighborhoods. Students will begin to engage in respectful, meaningful, developmentally appropriate conversation about race, gender, and identity and explore how individuals can be alike and different. Related literature to support intersection: *We March* by Shane Evans, *Goin' Someplace Special* by Patricia McKissack, *Last Stop on Market Street* by Matt de la Peña & Christian Robinson

Hispanic: Students will compare and contrast popular modes of transportation in the United States to that in Latin American countries, for example, bus travel is popular in South America. Students will engage in discussion about how popular modes of transportation vary in different geographical locations and why. Students will connect to times that they have used transportation popular in other countries and which modes are universal. Students will explore the culture and traditions of neighborhoods in different countries. Students may identify hispanic owned businesses or figures in their neighborhoods. Students will explore the contributions of hispanic leaders in transportation, such as Nuria Fernandez and Elwood "Pete" Quesada. Related literature to support intersection: *Areli is a Dreamer* by Areli Morales, *Across the Bay* by Carlos Aponte, *My Papi has a Motorcycle* by Isabel Quintero

Women: Students will identify female owned businesses or figures in their neighborhood. Students will explore the Women's Rights Movement in developmentally appropriate terms, and summarize that long ago women might not have held the same jobs in neighborhoods that they do today. Women sought and fought for equal opportunities over time. Students will explore activists and leaders who changed the landscape of women's rights. Students will explore the contributions of notable women in transportation, such as Willa Brown, Katherine Cheung, Mae Jemison, Sally Ride, and more. Students will discuss ways in which their achievements impact their lives today. Related literature to support intersection: [Suffragette](#) The Battle for Equality by David Roberts, Around America To Win The Vote: Two Suffragists, A Kitten, AND 10,000 Mile by Mara Rockliff and Hadley Hooper, Elizabeth Started All The Trouble by Doreen Rappaport and Matt Faulkner, Mae Among the Stars by Roda Ahmed

LGBTQ: Students will identify LGBTQ owned businesses or figures in their neighborhood. Students will explore the structures of families in their neighborhood and discuss the different individuals who can make up a family unit. Students will compare how families may look different in different households. Related literature to support intersection: The Misadventures of the Family Fletcher by Dana Alison Levy, Stella Brings the Family by Miriam B. Schiffer, A Church For All by Gayle E. Pitman