January & February: (American Traditions, Holidays & National Symbols)

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students learn about many different types of holidays, customs, leaders and symbols in America.

Enduring Understandings

Students will understand that holidays help us remember the past. There are certain symbols, monuments, holidays and leaders that represent America.

Essential Questions

What holidays do we recognize and celebrate? Should we respect all American customs and traditions? Is it important for national symbols?

Instructional Strategies & Learning Activities

Students take part in various activities and discussions about the rules in the classroom and why they are important to the class being able to work and learn together. Students learn management techniques and help establish rules to keep the classroom peaceful and successful.

Integration of Career Readiness, Life Literacies and Key Skills

Students will identify and explain important holidays,symbols, leaders and customs in America.

P.1	Act as a responsible and contributing community members and employee.
P.3	Consider the environmental, social and economic impacts of decisions.

P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.
P.9	Work productively in teams while using cultural/global competence.
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).

Technology Integration

Students will interact with the unit through the Smartboard.

Classroom Shutterfly Share Site

Smartboard lessons and technology.

Utilize BrainBob Jr and BrainBob.

Use websites to display literature in various ways for example www.storylineonline.net

Observe and engage with SchoolTube videos.

Creation and publication of class created books.

Interdisciplinary Connections

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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.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.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.

Differentiation

Students will be supported as needed, to understand the different traditions, holidays and national symbols of America.

Modifications & Accommodations

IEP's and 504 accommodations will be utilized.

Benchmark Assessments

Discussion

Teacher observation throughout the month.

Formative Assessments

Student Drawing

Teacher Observation

anecdotal notes

Summative Assessments

class projects

Instructional Materials

Read aloud trade books

Holidays:

If I Ran for President by Catherine Stier

Grace for President by Kelly DiPucchio

Duke for President by Doreen Cronin

President:

Abe Lincoln's Hat by Martha Brenner

Who was George Washington? by Roberta Edwards

Who was Abraham Lincoln by Janet Pascal

Who was Martin Luther King Junior? by Bonnie Bader

Patriotric Symbols:

Red, White and Blue by John Herman

A Flag of our Country by Eve Spencer

F is for Flag by Wendy Chevette Lewison

Pledge of Allegiance -Scholastic

Scholastic News and Weekly Reader

Patriotic Songs

Standards

6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles. Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
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.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.