

03 Geography: Community/Community Helpers

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **1 Trimester**
Status: **Published**

General Overview, Course Description or Course Philosophy

The Kindergarten Geography: Community/Community Helpers Unit is designed to provide learners with the knowledge, skills and perspective needed to understand the roles of community helpers and how their role impacts a community. Students will be able to compare and contrast community helpers while developing a mural showing how community helpers help a community. Lessons are aligned with the New Jersey Student Learning Standards and will infuse technology and ELA within projects, activities, and written products.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- There are different types of community helpers.
- Community helpers contribute to the needs and responsibilities of the community.
- A neighborhood is a place where people interact with one another in many ways.
- Understand that empathy be used with members of the community.

Essential Questions:

- Who are some different community helpers?
- How do community helpers contribute to the needs of a community?
- What does a community look like?
- How have you shown empathy to someone at school?

CONTENT AREA STANDARDS

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|----------------------|---|
| SOC.6.1.2.CivicsPI.1 | Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). |
| 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.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.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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|------------------|---|
| 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. |
| 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.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. |
| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| TECH.9.4.2.IML.1 | Identify a simple search term to find information in a search engine or digital resource. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- A neighborhood is a place where people interact with one another in many ways.
- There are different types of community helpers.
- Community helpers have specific roles that contribute to the needs and responsibilities of the community.

Procedural Knowledge

Students will be able to:

- Name some examples of community helpers.
- Explain the roles of community helpers.
- Identify features that make a community.
- Develop a community with key landmarks (fire station, police station, library, park, school, etc.).

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- KWL Chart
- Class Discussions
- Student Activities
- Teacher Observations

Alternative:

- Exit Slips

Summative Assessments

- Developing a list of questions to ask community helpers related to their roles
- Developing a community mural with roads and town landmarks (school, police station, fire station, library, grocery store, park, etc.) - Could be 3D in which buildings are made using cereal boxes.
- Matching activity with community helper and role.
- Shared Interactive Writing Piece about Community Helpers
- Independent Informational Book about different Community Helpers

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

- Scholastic News: Thank You, Community Helpers!
- Studies Weekly
- Community Helpers for Kids <http://www.viewpure.com/jt2q1cHsH6E?start=0&end=0>

Supplemental:

- Brain Pop, Jr.: Community Helpers
- Community Helpers: Bakers (EPIC)
- Community Helpers: Veterinarians (EPIC)
- Community Helpers: Electricians (EPIC)
- Community Helpers: Police Officers (EPIC)
- Community Helpers: Doctors (EPIC)
- Community Helpers: Mail Carriers (EPIC)
- Community Helpers: Nurses (EPIC)

INTERDISCIPLINARY CONNECTIONS

- Technology/Multimedia: Google, Educational Tech Applications
- English/Language Arts: Information Writing
- Social Studies: Holocaust Education - being respectful of others and using empathy with community members

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- Allow verbal responses
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Use of technology and songs
- Provide opportunities to collaborate with peers
- Sentence starters
- Shared Writing

