

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

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)

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

