

# 01 Civics: School, Family, and Me

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

## **General Overview, Course Description or Course Philosophy**

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The Kindergarten Civics: School, Family and Me Unit is designed to provide learners with the knowledge, skills and perspective needed to understand that are part of a family, a class, a grade, a school and the Kinnelon community. Students will be able to compare and contrast the difference between rules and laws while developing a classroom set of rules. 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**

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### **Enduring Understandings:**

- Rules are a set of instructions to help people work together.
- Laws are legal rules designed to help keep order and keep people safe.
- A community is successful when everyone completes their job and works together.

### **Essential Questions:**

- What is a community?
- Why do people have different roles in our community?
- Why are rules and laws important?
- What is fairness?
- How can we become contributing members of our classroom, home and community?

## **CONTENT AREA STANDARDS**

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SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
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.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
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.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

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

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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.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
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.IML.1	Identify a simple search term to find information in a search engine or digital resource.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Rules are developed in order to maintain order and fairness.
- There are different kinds of communities (family, school, neighborhood).
- A successful community works when all members are contributing (such as: class jobs in the classroom and chores at home).

### **Procedural Knowledge**

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Students will be able to:

- Define the terms: rules and laws.
- Compare and contrast rules and laws.

- Collaborate to develop a set of classroom rules.
- Recall rules that are followed at-home.
- Explain the rationale for having classroom, home, and community rules and laws.
- Develop a shared writing piece with different laws and rules for home, school and the community.

## **EVIDENCE OF LEARNING**

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### Alternate Assessments

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

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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- Class Discussions
- Student Activities
- Classroom Rules Activity
- KWL Chart
- Teacher Observations

Alternative:

- Exit Slips

## **Summative Assessments**

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- Rules vs. Laws Sorting Activity
- Class Shared Writing piece with different rules and laws for the classroom, home and community

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

- Scholastic News: We are Good Citizens, Time to Vote
- Studies Weekly
- The Juice Box Bully Read Aloud by Bob Sornson
- "I'll Do It!" Taking Responsibility Read Aloud by Brian Moses and Mike Gordon
- I Like Myself Read Aloud by Karen Beaumont
- Do Unto Otters Read Aloud by Laurie Keller

Supplemental:

- Brain Pop, Jr.: Rights and Responsibilities
- Laws and Rights Youtube Clip: <http://www.viewpure.com/TyP09S0UEzA?start=0&end=0>

## **INTERDISCIPLINARY CONNECTIONS**

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- English/Language Arts: Narrative Writing
- Educational Tech Applications: Youtube, Brain Pop Jr.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

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

