Unit 3: Voting/Citizenship/Martin Luther King Jr.

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **January-February**
Status: **Published**

Unit Overview

This unit introduces preschool children to the foundational ideas of citizenship, making choices through voting, and the legacy of Dr. Martin Luther King Jr. in an age-appropriate way. Children learn that they are members of a classroom and community and that their voices matter. Through simple voting experiences, stories about fairness and equality, and discussions about kindness and helping others, students begin to understand how people work together to make decisions and treat others fairly.

Enduring Understandings

• George Washington and Abraham Lincoln are famous American presidents due to their contributions to the USA

• People are different in a myriad of ways but ne they are alike in that they are humans who share similar feelings

• Dr. Martin Luther King Jr. was a civil right leader.

• We vote by election to choose our country's leaders

Essential Questions

• What is a citizen?

• How can one be a good citizen?

• How are people different but also the same?

• Who was Dr. Martin Luther King Jr.?

• How do we vote?(Leaders)

Learning Objectives

- Participate in simple voting activities
- Understand that voting is a way to make group decisions
- Demonstrate citizenship through kindness and helping behaviors
- Recognize Dr. Martin Luther King Jr. as a leader who stood for fairness
- Express ideas and preferences respectfully

Standards: Content

6.1.1	Describe characteristics of oneself, one's family, and others.
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.2.1	Demonstrate understanding of rules by following most classroom routines.
6.2.3	Demonstrate appropriate behavior when collaborating with others.
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
6.4.1	Learn about and respect other cultures within the classroom and community.

Standards: Interdisciplinary

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.
0.1.3	Actively engage in activities and interactions with teachers and peers.
0.1.4	Discuss their own actions and efforts.
0.2	Children demonstrate self-direction.
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).
0.4.1	Engage appropriately with peers and teachers in classroom activities.
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a

	tissue, sit next to a friend/teacher, hold hands).
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
0.5.1	Play independently and cooperatively in pairs and small groups.
0.5.2	Engage in pretend play.
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
0.5.4	Take turns.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
L.PK.1.f	Begin to speak in complete sentences.
L.PK.1.g	Understands and can follow simple multi-step directions.
L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

Assessment Evidence

Formative	• Student participation • Whole group instruction/discussion • Small group instruction/discussion • Completed projects • Classroom Observations • Question and answer • Completed classwork
Summative	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Alternative & Benchmark	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		