Unit 4: America's Symbols/Holiday Celebrations/World Languages

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

Unit Overview

This unit introduces preschool children to important American symbols, a variety of holiday celebrations, and the idea that people around the world speak different languages. Children explore national symbols such as the flag and landmarks in an age-appropriate way while learning that holidays can be celebrated differently by families and cultures. Through songs, stories, visuals, and hands-on activities, students begin to appreciate diversity, develop cultural awareness, and build respect for similarities and differences among people.

Enduring Understandings

• Flag, Pledge of Allegiance, Statue of Liberty, Globe, Map

• Americans celebrate Columbus Day, Halloween, Veteran’s Day, Thanksgiving, Family Traditions and Holidays, New Years Day, Groundhog’s Day, Valentine’s Day, Read Across America Day, St. Patrick’s Day, Memorial Day, Arbor Day, Earth Day, Flag Day, Independence Day, Mother and Father’s Day

• Many people speak another/different language.

Essential Questions

• What are the symbols of America?

• What are the holidays we celebrate?

• Do all people speak in the same language?

Learning Objectives

- Recognize common American symbols (e.g., flag, Statue of Liberty)
- Understand that holidays are celebrated in many ways
- Show curiosity and respect for different cultures and traditions

- Identify that people communicate using different languages
- Participate in songs, greetings, and activities from various cultures

Standards: Content

6.1.2	Demonstrate an understanding of family roles and traditions.
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
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.
0.5.4	Take turns.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.
RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
W.PK.7	With guidance and support, participate in shared research and shared writing projects.
W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.
L.PK.1.a	Print many alphabet letters.
L.PK.1.b	Use frequently occurring nouns and verbs.
L.PK.1.c	Form regular plural nouns.
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.
L.PK.4.a	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.

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

	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		