

Unit 1 - Our Community

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **September**
Length: **12 weeks**
Status: **Published**

Unit Overview

For children, kindergarten is a very exciting time in their lives when they begin to feel like a part of a community that is outside of their household. In this first unit of study, Our Community, the goal is for children and teachers to build relationships and form the foundation for a strong, interdependent community of learners, developing shared dispositions, language, and habits that will grow throughout the year. When children are part of a strong community, they are better poised to confront challenges that they will encounter in school and beyond.

Unit 1 will cover the following topics:

1. Welcome to School - Rules & Routines
2. All About Me
3. Our Class Community
4. My Neighborhood - Community Helpers
5. Veteran's Day
6. Thanksgiving
7. Winter Holidays & Traditions

Core Vocabulary:

feelings	emotions	unique	special	rule
routine	responsibility	respect	community	celebrate
patriotic	parade	Veterans	thankful	tradition

Essential Questions

- How and why do citizens vote?
- How can you be a positive community member?
- How do individuals get along with each other?
- How do we develop fairness, inclusivity, and friendship in our community?
- What are strategies I can use in case of a fire (e.g. stay low, call 911, look for emergency exits)?
- What makes a good rule or law?

- Who are the people in my school and community who help keep me safe (e.g. School Nurse)?
- Why is collaboration and working together important?

Learning Targets

Students will understand that:

- Local community and government leaders have roles and responsibilities to provide services and make rules for their community members.
 - Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
 - Rules should be fair, consistent, and respectful of the human rights of all people.
 - The actions of individuals and government affect decisions made for the common good.
 - When all members of a group are given the opportunity to participate in the decision-making process everyone's voice is heard.
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- I can define the words respect, tolerance, and acceptance.
 - I can engage in conversations about my school and local community.
 - I can explain how communities have changed over time.
 - I can explain how events of the past and their connection to events of the present.
 - I can explain how historical symbols, monuments, and holidays are recognized in America.
 - I can explain the kind of community I live in and how it affects the life of my family.
 - I can explain various roles that people in our local community and government have.

Career Readiness, Life Literacies, & Key Skills

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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Unit Assessments

- ARC Graphic Organizers
- Class Discussions
- Family Projects: Home-School Connection
- Mystery Science worksheets and projects
- Teacher/Student Observation
- Topic related activities and Class Projects
- Writing Responses

Supports for At-Risk, Special Ed., 504s, and ELL Students

- Allow oral responses
- Chunk larger assignments into more manageable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids