Unit 1 - Who We Are

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **approx 2 months**
Status: **Published**

NCS Kindergarten Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Our Big Book of Who We Are

Explore who we are by taking a closer look at the places in which we spend much of our time, home and school. Identify people that are important to us and come to realize that both home and school are places for caring, sharing, helping and learning.

Essential Questions

What is a family?

How do family members get along?

What does our classroom need rules?

What strategies can we use to work cooperatively?

Who helps us at school?

Skills

Identify a family unit and members of the family

Home is a place to live and to feel safe and secure

Family members get along by sharing, helping, being responsible and caring for each other

Use problem solving strategies to identify ways to work cooperatively

Identify school personnel and describe their roles and responsibilities

Learning Targets include but not limited to:

Individuals and families have unique characteristics

Everyone is a part of a larger neighborhood and community

Spatial thinking and geographic tools can be used to describe patterns and organization of people, places and environments on Earth

Urban areas, worldwide, share common physical characteristics, but may also have cultural differences

Rules and laws are developed to protect people's rights and the security and welfare of society

Are aware of their relationships to people, places and resources in the local community and beyond

Demonstrate understanding of the need for fairness and take appropriate action against unfairness

Develop strategies to reach consensus and resolve conflict

Activities include but not limited to:

Create a family tree

Compare and contrast city to country life

Dramatize a family activity or work done around the house; discuss how family works together to get job done

Illuatrate pairs of location opposites

Use decision-making process to create and implement a new classroom rule

Identify machines that help people learn and/or do work

Choose the kind of school helpers they would like most to be, create a class book

Standards

Includes but not limited to:

Assessments

Classroom Participation

Teacher Observation

Anecdotal notes

Classwork

Homework

Reviews & Tests

Resources/Instructional Materials

Holidays/Important Patriotic dates

Workbooks/Practice books

Atlas & Maps

Trade books

Read Aloud books

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of

performance.