Unit 4 - Communities - Work

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 Communities

Explore the role of work

Different kinds of work people do and why they may choose to do this work

People work to earn money and have choices on how to spend their money

Money pays for things people need and want

Essential Questions

What is your job?

What do you want to be?

How have jobs changed?

How do people earn money?

How do you spend money?

How do you make choices?

What do you need?

What do you want?

What do we need? (food, clothing, shelter)

How does it get to you?

Skills

Demonstrate an understanding of rules by following most classroom routines

Identify, discuss and role-play the duties of a variety of community workers

Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations

Explain the role of specialization in the production and exchange of goods and services

Illustrate how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the world community

Explain the role of money, savings, debt and investment in individuals' lives

Recognize the importance of setting long-term goals when making financial decisions within the community

Learning Targets include but not limited to:

Explore their jobs at home and at school and realize they their main job at school is to learn

Identify some of the jobs they may have someday

People earn money by working

People spend money by trading it for goods

People make choices as to how they spend their money

Meaning of needs and wants and contrast needs with wants

Basic need of clothing, food and shelter

Examine steps in a process to see how goods are made

Activities include but not limited to:

Compare and contrast school and home

Draw a poster illustrating favorite job at home or school

Magazine picture cut out - showing workers in the job

Berenstein Bears' Trouble with Money - read story, identify moral

Drawings of a Market - items seen at a market

Draw things people need and want

Favorite Foods - draw a picture

Weather and Clothing - draw a picture to match clothes with weather

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.