



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Kindergarten
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COURSE OVERVIEW

Description

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. (NJ State Learning Standards, Social Studies)

Goals

Civics, Government, and Human Rights

- Citizenship begins with becoming a contributing member of the classroom community.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- How to promote growth of personal freedom, individual responsibility, equality, and respect for all members of society, no matter what gender, age, race, or religion.
- Compare and contrast rules made in different settings (school, home, and community)
- Explore cause and effect relationships of following the rules vs. not following the rules.

Geography, People, and the Environment

- Read and interpret maps
- Understand that spatial thinking and geographic tools can be used to describe the organization of people, places, and environments on Earth
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Economics, Innovations and Technology

- Economics is a driving force for the occurrence of various events and phenomena in societies
- Understand financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment
- Explore cause and effect relationships between wants and needs.

History, Culture, and Perspectives

- Individuals and families have unique characteristics
- Study multiple perspectives, belief systems and culture in order to connect to public action to build a more diverse world.
- There are many different cultures within the classroom and community
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
- Apply strategies for reading nonfiction
- Compare and contrast immigration in the past to immigration today
- Write a sequential explanatory text about a family tradition

Scope and Sequence

Unit	Topic	Length
1	All About Me: My Family, School & Community; Geography (Part 1)	6-8 weeks (September-October)
2	Rules & Laws in the Community, & Governments; Family Roles, Traditions & Holidays	6-8 weeks (November/December)
3	Respecting Cultures in the Classroom & Community; Historical Figures, Symbols, Monuments & Holidays	6-8 weeks (January/February)
4	Individuality & Diversity; Respecting the Environment & World	6-8 weeks (March/April)
5	Geography (Part 2); Neighborhood & Community Workers	6-8 weeks (May/June)

Resources

Core Text:

Suggested Resources: Social Studies & Literacy:
 Reading A-Z.com; Epic! Books;
 Education.com; Teachers Pay Teachers (TPT),

Sign up for a free account for more **Amistad** resources:

<http://www.njamistadcurriculum.net/history/units>

UNIT 1: All About Me - My Family, School & Community; Geography (part 1)

Summary and Rationale	
<p>Students will engage in a study about themselves, their families, their classrooms and school, and their community. At the beginning of the school year children will learn about similarities and differences in themselves and others. They will learn how to respect and appreciate these differences. Students will participate in a classroom community and learn to be responsible members using appropriate behavior while interacting. Children will learn about the importance of fire safety and information about the historical roots of America.</p>	
Recommended Pacing	
6-8 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
Core Idea: 6.1.2. CivicsPI.5:	<i>The actions of individuals and government affect decisions made for the common good.</i> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
Core Idea: 6.1.2. CivicsPD.1:	<i>When all the members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard.</i> Engage in decisions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Core Idea: 6.1.2. CivicsPR.3:	<i>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</i> Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Core Idea: 6.1.2. CivicsCM.3:	<i>Certain character traits can help individuals become productive members of their community.</i> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Core Idea: 6.1.2. Geo.SV.2:	<i>A map is a symbolic representation of selected characteristics of a place.</i> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
Core Idea: 6.1.2. HistoryUP.2 :	<i>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</i> Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
Instructional Focus	
Unit Enduring Understandings	

- Individuals and families have unique characteristics.
- There are different types of communities: home, classroom/school, and neighborhood.
- Citizenship begins with becoming a contributing member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- People in a 'school' community work together to support learning.
- Important historical figures have shaped American history.
- Maps and globes help us locate people, places, and things.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Unit Essential Questions

- How would you describe yourself? What is special about you?
- How and why are communities important? What is a good school community?
- Why do I have responsibilities or jobs in my classroom?
- Why are rules important?
- How can we practice 'fire safety'?
- Why is Christopher Columbus an important historical figure?
- How and why do people use maps?
- Why do we need special words to describe the location of people, places, and things?

Objectives

Students will know:

- people and families look different
- people live and work in different neighborhood communities
- students can be involved in school and learn positive social skills

Students will be able to:

- identify their individual characteristics
- discover that all families are special and unique
- engage appropriately in a classroom environment
- compare different types of communities
- engage in basic map skills
- identify historical figures in our country

Resources

***Teachers will incorporate additional books as needed**

Core Text: See individual lessons below.

Literature Connection:

***“All About Me” – My Family, School,
Community***

There’s Only One You *by Kathryn Heling & Deborah Hembrook*

Getting Along *by Terri Fields*

Clara is Left Out: A Book about Bullying and Kindness *by Kerry Dinmont*

‘How to be a Good Friend’ lesson *(Education.com)*

A Pocket for Corduroy *by Don Freeman*

Free Creative Writing Booklet/’My Special Stuffed Friend’ *(Jennifer Reynolds-TPT)*

Our Class is a Family *by Shannon Olsen*

My School Community *by Bobbie Kalman*

Free Teamwork Poem *(JennMannCreations –TPT)*

This is My Neighborhood *by Lisa Bullard*

BrainPop Jr. Video – Citizenship:

<https://jr.brainpop.com/socialstudies/citizenship/>

***Additional Suggested Resources**

This is my Family *by Bobbie Kalman*

My Family, Your Family *by Lisa Bullard*

Family Means *by Matthew Ralph*

ABC Pride *by Louie Stowell*

Rainbow: A First Book of Pride *by Michael Genhart*

A Handful of Buttons *by Carmen Parets Luque*

***Suggested AAPI Resources**

Ohana Means Family *by Lima Loomis*

Fry Bread: A Native American Family Story *by Kevin Maillard*

Fire Safety

Stop Drop Roll! *by Charles Ghigna*

Fire Safety (Reading A-Z- Level G)

Columbus Day


Young Christopher Columbus: Discoverer of New Worlds *by Eric Carpenter*

My First Biography: Christopher Columbus *by Marion Dane Bauer*

Kids Vocabulary: Geography: Using a Map video *(epic! books)*

Reading Maps *by Ann Matzke (epic! books)*

Unit 1 - Literacy Lessons *(suggestions)*:

- 1. Draw/Write:** T will read the book 'There's Only One You' and discuss with S their unique characteristics. S's will use mirrors to look at and identify their facial features (eye color, hair color/style, skin color/freckles, eye glasses?, etc.). Students will be provided with drawing/writing paper to draw the features of their faces and, if possible, write a simple sentence describing themselves.
- 2. Draw/Label:** T will discuss with class that families can be different and can have different members in them. T will read the book 'This is My Family' and ask Ss to think about the family members they have. T will provide Ss with blank sheets of paper for S's to draw pictures of their family members. T will instruct Ss to label their pictures with the roles (Mom, Dad, brother, sister...) or the names of their family members. Pets may be included too. 
- 3. Lesson: 'How to Be a Good Friend' – Free lesson outline & materials – Education.com**
- 4. Listen/Share/Draw/Write:** T will read the book 'My School Community' and discuss with S the different people who are represented in their school. T will discuss with S the different activities that they are involved in school. T will instruct Ss to "Turn & Talk" with a partner about a favorite activity they enjoy participating in at school. T will provide Ss with a writing response paper for them to draw and write about their favorite school activity. T can use the sentence stem: "In school I like to...."

Free Teachers Pay Teachers Resources for Unit 1:

Map Skills Book (Kathryn Watts)

Columbus Day Guided Reading Book (Creation Castle)

Salute School Citizenship/Build a Positive Classroom Community pack (Jennifer Reynolds)

UNIT 2: Rules & Laws in the Community & Governments; Family Roles, Traditions & Holidays

Summary and Rationale	
Students will learn about the necessity of rules and laws for the safety of all children and adults in society. Children will understand that people and families are unique and sometimes have different roles and traditions, as well as, different opinions and beliefs. Students will learn to appreciate the diversity of people and learn ways to resolve conflicts and collaborate with others who are different from them.	
Recommended Pacing	
6-8 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
Core Idea: 6.1.2. CivicsPR.1:	<i>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</i> Determine what makes a good rule or law.
Core Idea: 6.1.2. CivicsPR.4:	<i>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</i> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
Core Idea: 6.1.2. Geo.HE.2:	<i>Environmental characteristics influence the how and where people live.</i> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
Core Idea: 6.1.2. HistoryUP.1:	<i>Two or more individuals can have a different understanding of the same event.</i> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A community is where people interact with each other in different ways and depend on one another. ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● Healthy choices and actions impact the safety of individuals, families, and communities and promote good for all. ● Holidays help us to remember the past. ● Our American culture, with different traditions and values, has been influenced by the actions of different cultural groups living in the United States. 	

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do we need rules? ● How do I show respect for others? ● How are Native Americans and Pilgrims alike and different? ● Why do we celebrate Thanksgiving? ● What does it mean to be ‘thankful’? ● What holidays do people celebrate in the winter?
<p>Objectives</p> <p>Students will know:</p> <ul style="list-style-type: none"> -communities are different and members in each one have unique roles -rules and laws are vital for the safety and protection of all in a community -all people have the responsibility to make appropriate choices that impact others -differences exist in family roles, traditions and beliefs -holidays celebrate the diversity of different cultures and backgrounds <p>Students will be able to:</p> <ul style="list-style-type: none"> -compare different communities and the roles of the members in them -identify and describe the rules/laws in a classroom, school, neighborhood -participate in a classroom and school in an appropriate manner -describe how families celebrate Thanksgiving -develop an awareness of how different cultures celebrate special holidays
<p>Resources</p>
<p style="text-align: center;">*Teachers will incorporate additional books as needed</p> <p>Core Text: See individual lessons below.</p> <p>Literature Connection:</p> <p><i>Rules & Laws in the Community and Governments</i></p> <p>Laws for Kids by <i>Maribeth Boelts</i> (Reading A-Z- Level G) What If Everybody Did That? by <i>Ellen Javernick</i> Why Do We Need Rules and Laws? by <i>Jessica Pegis</i> (<i>epic! books</i>) Community Government by <i>Marcie Aboff</i> (Reading A-Z) ‘What is a Good Citizen?’ lesson (<i>Education.com</i>)</p> <p><i>Thanksgiving</i></p> <p>Kids Vocabulary: Geography: Nature video (<i>epic! books</i>) Thanksgiving is for Giving Thanks by <i>Margaret Sutherland</i> On Thanksgiving (Reading A-Z- Level B) Fry Bread by <i>Kevin Noble Maillard</i> We Are Grateful by <i>Traci Sorell</i> Around the Table That Grandad Built by <i>Melanie Heuser Hill</i> Feast For 10 by <i>Cathryn Falwell</i></p>

Holidays around the World in Winter

Christmas is... *by Gail Gibbons*

Holidays Around the World: Celebrate Christmas: with Carols, Presents, and Peace *by Deborah Heiligman*

***Suggested Holocaust Resources**

The Story of Hanukkah *by David Adler*

My Family Celebrates Hanukkah *by Lisa Bullard*

Holidays Around the World: Celebrate Hanukkah: With Light, Latkes and Dreidels *by Deborah Heiligman*

Bubbie and Rivka's Best-Ever Challah *by Sarah Lynne Reul*

Historical Photos & Artifacts:

Hanukkah-The Festival of Lights: Before, During and After the Holocaust:

<https://www.yadvashem.org/yv/en/exhibitions/hanukkah/index.asp>

***Suggested Amistad Resources**

The Story of Kwanzaa *by Donna L. Washington*

My Family Celebrates Kwanzaa *by Lisa Bullard*

My First Kwanzaa *by Karen Katz*

Holidays Around the World: Celebrate Kwanza *by Carolyn Otto*

Kevin's Kwanza *by Lisa Bullard*

***Suggested AAPI Resources**

Here Comes Diwali: Festival of Lights *by Meenal Pandya*

I Am Golden *by Eva Chen*

Eyes That Kiss in the Corners *by Joanna Ho*


Eyes That Speak to the Stars *by Joanna Ho*

Living in India *by Chloe Perkins*

Look What Came From India *by Miles Harvey*

Unit 2 – Literacy Lessons *(suggestions):*

- 1. Listen/Share/Discuss/List:** T will read the book 'Laws for Kids' with the class. T will discuss the different rules/laws that children are instructed to follow. T will ask Ss to 'Turn & Talk' with a friend about the rules that they know and have followed. T will ask Ss to 'stop sharing' and now instruct Ss to share with their partners again the reasons "why" these rules/laws are important. "How do these rules help us or keep everyone safe? Do you think these rules are good ideas? Why or why not?" T can direct Ss to

draw a picture list/write a list of rules on a paper with  on top that are 'good for everyone'.

2. Listen/Think/Draw/Write: T will read various books about 'Thanksgiving' and discuss with Ss that families may celebrate holidays in different ways with different traditions. T will encourage Ss to think about a special way their family celebrates a special meal/dinner, etc. T will provide Ss with drawing/writing paper for them to draw how their family celebrates it. (Some ideas> Do they travel to someone's home? Who may visit them? Where do they sit? What foods do they prepare? What food items are their favorite? Do they dress in special clothing? Do they do any special activities together?)

3. Lesson: 'What is a Good Citizen?'- Free lesson outline & materials – Education.com

Free Teachers Pay Teachers – Resources for Unit 2:

Thanksgiving Activities (Pilgrim & Native American Informed Texts) (GreatMinds123)

UNIT 3: Respecting Cultures in the Classroom & Community; Historical Figures, Symbols, Monuments & Holidays

Summary and Rationale	
<p>Students will develop a greater respect and appreciation of the diverse cultures that are represented in our school and community. Students will be able to recognize and implement appropriate ways of interacting with others who are different from them. Kindergartners can practice using constructive problem- solving techniques in situations that seem unfair or unhealthy for all those involved. Ss can demonstrate respect and honor for the historical figures, symbols, monuments, holidays and songs that are unique to our country.</p>	
Recommended Pacing	
6-8 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea: 6.3.2 CivicsPD.1:</p>	<p><i>When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.</i> With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>
<p>Core Idea: 6.1.2. CivicsDP.3</p>	<p><i>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</i> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
<p>Core Idea: 6.1.2. HistoryUP.2 :</p>	<p><i>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</i> Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There are many different cultures within the classroom and community. ● Active citizens in the 21st century demonstrate understanding of the need for fairness and take appropriate action against unfairness. ● Cooperation is necessary when people are working and playing together. ● Holidays help us remember the past. ● Important historical figures have shaped the history and future of our country. ● Americans use symbols to respect and honor their country. 	

- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Unit Essential Questions

- How can I be a good citizen?
- What does a good school community look like?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Objectives

Students will know:

- all people have unique cultural backgrounds
- being an active 21st century citizen requires sensitivity to others
- holidays connect us to our past
- historical figures are important to learn about
- respect of American symbols, monuments, holidays and figures is crucial

Students will be able to:

- identify different cultures of their classmates
- recognize and implement appropriate words and actions that value fairness to all
- compare historical figures and their importance in America's past and future
- demonstrate understanding of and value the symbols of our country

Resources

***Teachers will incorporate additional books as needed**

Core Text: See individual lessons below.

Literature Connection:

Classroom Culture

My School Community by *Bobbie Kalman*

Building Character: Showing Respect by *Penelope S. Nelson*

Building Character: Resolving Conflict by *Penelope S. Nelson*

Building Character: Being Fair by *Penelope S. Nelson*

Building Character: Resisting Bullying by *Penelope S. Nelson*

Dr. Martin Luther King Jr. Day

***Holocaust/Amistad/LGBTQ Crosswalk Resources**

I am Martin Luther King Jr. by *Brad Meltzer*

My First Biography: Martin Luther King, Jr. by *Marion Dane Bauer*

Dr. King's Memorial (Reading A-Z- Level H)

Let's Read about Ruby Bridges *by Grace Maccarone*

***Additional Suggested Amistad Resources**

Prominent African-Americans in US History

The ABCs of Black History *by Rio Cortez*

Have you Thanked an Inventor Today? *by Patrice McLaurin*

***Holocaust/Amistad/LGBTQ Crosswalk Resources**

A Picture Book of George Washington Carver *by David A. Adler*

I Am George Washington Carver *by Brad Meltzer*

Mae Among the Stars *by Roda Ahmed*

***Suggested AAPI Resources**

The Proudest Blue: A Story of Hijab and Family *by Ibtihaj Muhammed* *AAPI

Prominent Asian-Americans in US History

Incredible Indians: An Iconic Journey from A to Z *by Anish & Kanchi Doshi*

I Am Gandhi *by Brad Meltzer* *Contribution-Peace and Nonviolent Revolution

I Am Malala Yousafzai *by Brad Meltzer* *Contribution-Pakistani Women's Rights

I Am Muhammad Ali *by Brad Meltzer* *Contribution-Boxing & Civil Rights

Yoko Ono *by Maria Isabel Sanchez Vegara* *Contribution-Japanese Artist

I Am An American: The Wong Kim Ark Story *by Martha Brokenbrough* *Contribution-Citizenship

Chinese 'Lunar' New Year

Holidays Around the World: Celebrate Chinese New Year *by Carolyn Otto*

Bringing in the New Year *by Grace Lin*

Sam and the Lucky Money *by Karen Chinn*

Living in China *by Chloe Perkins*

Look What Came From China *by Miles Harvey*

ABCs for the American Born Chinese *by Cathy Lu*

President's Day

A Picture Book of George Washington *by David A. Adler*

My First Biography: Abraham Lincoln *by Marion Dane Bauer*

Abe Lincoln's Hat *by Martha Brenner*

Lincoln Loved to Learn (Reading A-Z- Level I)

Weird White House Pets (Reading A-Z- Level F)

Unit 3 – Literacy Lessons *(suggestions)*:

- 1. Books> Building Character - Showing Respect; Building Character - Being Fair:** T can ask Ss “Why is it important to show respect, especially when others cannot agree or are not being fair? How can we do this in our class? In our school? In the playground? In our home?” (Connect this to the book – Let’s Read about Ruby Bridges... “How would you feel if you were Ruby and had to go to school like she did?”) T can encourage Ss to discuss this topic in small table groups and then have the students create a group poster by drawing pictures and writing words to demonstrate ‘respect’ and ‘fairness’ in their classroom or at another location in school (such as Gym class, the cafeteria, on the school bus, at the playground, in the hallway, etc.)
***Holocaust/Amistad/LGBTQ Crosswalk**
- 2. Opinion Writing - Book - Dr. King’s Memorial....**T can ask Ss to “Draw a picture and write one or more sentences about why it was important for Dr. King to try to make changes in a ‘peaceful’ way.” ***Holocaust/Amistad/LGBTQ Crosswalk**
- 3. Book – Weird White House Pets:** Drawing/Writing Idea...T can read this humorous book and ask Ss - “If you lived in the White House what pet would you want to bring with you? How would you take care of it? What would you need or have to do – so that you can keep the pet there?” T can provide large white construction paper, assorted colored paper or paper with animal print designs, and lined writing paper for Ss to create a fun art/writing project.
- 4. Book – Lincoln Loved to Learn:** T can read this book to class and ask Ss if they can relate to this ‘new’ information about President Lincoln. T can ask Ss to think of 2 facts they learned about President Lincoln when he was a boy? Then ask Ss to draw a picture and write one or two sentences about the 2 facts that they found interesting.” (informational writing)

Free Teachers Pay Teachers resources for Unit 3:

Freebie to Celebrate Dr. Martin Luther King Jr. Day (247 Teacher)

President's Day Mini Unit (First Grade Fanatics)

Distance Learning -America, the Beautiful- An Introduction to American Symbols
(Fluttering Through First Grade)

American Symbols Freebie Activity (Elizabeth Hall)

Kindness & Classroom Community Poster Pack (Jennifer Reynolds)

UNIT 4: Individuality & Diversity; Respecting the Environment & World

Summary and Rationale	
<p>Students will understand that even though people can be alike or different from them – they are still valuable members of our society. Diversity can be and should be welcomed and celebrated. Students can demonstrate respect for their environment and the world by caring for and conserving its resources. Students will learn that rules and laws are important to maintain safety and order in our homes, schools, community and world. This is necessary to ensure that the rights of every individual in our society are protected and a healthy environment will be established and maintained for everyone to enjoy.</p>	
Recommended Pacing	
6-8 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea: 6.1.2. CivicsPR.1:</p>	<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. Determine what makes a good rule or law.</p>
<p>Core Idea: 6.1.2. CivicsCM.2:</p>	<p>Certain character traits can help individuals become productive members of their community. Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p>
<p>Core Idea: 6.1.2. CivicsCM.3:</p>	<p>Certain character traits can help individuals become productive members of their community. Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
<p>Core Idea: 6.1.2. HistoryUP.1 :</p>	<p>Two or more individuals can have a different understanding of the same event. Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● People are alike in many ways and different in many ways. ● People have different roles depending on where they are. ● Many people have made important contributions to our past history. ● Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond. 	

Unit Essential Questions

- How are we alike?
- How are we different?
- Why is it important to learn about and respect differences in other people?
- How can you determine if a rule/law is good, or not? Why?
- How can people who have differences - solve problems in a peaceful way?

Objectives

Students will know:

- differences in people should be celebrated
- respecting all cultures is crucial
- rules and laws exist for the benefit of everyone

Students will be able to:

- learn the value and uniqueness of every individual
- express their unique abilities & cultural traditions in their school
- celebrate their diversity within a school setting
- demonstrate cooperation & positive interactions with others
- identify and compare rules and laws

Resources

***Teachers will incorporate additional books as needed**

Core Text: See individual lessons below.

Literature Connection:

Individuality/Diversity

A Boy Like You by Frank Murphy

A Girl Like You by Frank Murphy

*Holocaust/Amistad/LGBTQ Crosswalk Resources

We All Have Value -A Story of Respect by Mai Schuh

All Are Welcome by Alexandra Penfold & Suzanne Kaufman

Howard B. Wigglebottom Learns We Can All Get Along by Howard Binkow/Reverend Ana

Building Character: Being Fair by Penelope S. Nelson

My Food, Your Food by Lisa Bullard

My Religion, Your Religion by Lisa Bullard

*Additional Suggested Resources

I Am One of a Kind by Aaliyah Wilson

Molly Morningstar: A Doll For Me: A Fun Story About Diversity, Inclusion, and a Sense of Belonging by Andrea Coke

My Own Way: Celebrating Gender Freedom For Kids by Joana Estrela
Pink is for Boys by Robb Pearlman

***Suggested AAPI Resource**

The Name Jar by Yangsook Choi

Read Across America

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Suess
Oh, the Places You'll Go! by Dr. Suess

Ramadan and Eid al-Fitr *Amistad

Rashad's Ramadan and Eid al-Fitr by Lisa Bullard

Holi *AAPI

Festival of Colors by Surishtha Sehgal

Earth Day

Earth Day Every Day by Lisa Bullard
Earth Day – Hooray! by Stuart J. Murphy

Cinco de Mayo

Marco's Cinco de Mayo by Lisa Bullard
We Celebrate Cinco De Mayo in Spring by Jenna Lee Gleisner (epic! books)

Immigration

Islandborn by Junot Diaz *Dominican Republic
Dreamers by Yuyi Morales *Mexico

Unit 4 – Literacy Lessons (suggestions):

- 1. Book > All Are Welcome** – Read, Discuss & Poem writing activity – Have children 'Turn & talk' to share how they felt while listening to this story. T will instruct Ss to write an 'acrostic' poem using the word 'W-E-L-C-O-M-E' and use descriptive words to tell what 'welcome' means to them or to someone new in our class/school.

***Holocaust/Amistad/LGBTQ Crosswalk**

- 2. Book > Earth Day – Hooray!** – Read, Discuss & Brainstorm with Ss about how they can care for the Earth (reduce, reuse, recycle). Why is this important? How can all of us help

to do this? T will direct Ss to create a 'How-to' book and encourage them to draw and write sentences about 4 different/practical ways they can help to take care of the Earth.

3. **Book > Howard B. Wigglebottom Learns We Can All Get Along** – T can read this book to Ss as a read-aloud & use some prompts to encourage Ss to participate/respond at key points. If time allows, during re-read - T can ask Ss to role-play some character interactions (demonstrating how students are not cooperating in the story and then how the characters were getting along well in the story). T can review the story and ask students to draw a picture and write one or more sentences using 'feeling words' to describe how the characters felt during these interactions and why.
4. ***Multicultural Activity (school-wide event)** - T (*with prior Principal approval*) can organize a '**Multi-Cultural Night**' and invite family members of their students to come into school and present, display or share – songs & stories; music & dances; traditional clothing; special items/pictures/maps/flags; simple, common phrases; ethnic foods of their native country or family's heritage.

Free Teachers Pay Teachers resources for Unit 4:

Earth Day Freebie – Includes Writing Printables & Headband (Danielle Mastandrea)

Cinco de Mayo Activities Freebie! (Sheila Melton)

UNIT 5: Geography (part 2); Neighborhood & Community Workers

Summary and Rationale

Students will gain awareness of their neighborhood and community surroundings. Children will learn about various community workers and careers that people can choose to pursue. Students will study in more detail maps and globes and their usefulness for individuals and various occupations. Kindergartners will develop a deeper understanding of their unique roles and responsibilities in their school, community, state and country.

Recommended Pacing

6-8 weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
Core Idea: 6.1.2. CivicsPI.4	<i>The actions of individuals and government affect decisions made for the common good.</i> Explain how all people, not just official leaders, play important roles in a community.
Core Idea: 6.1.2. CivicsDP.1	<i>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</i> Explain how national symbols reflect on American values and principles.
Core Idea: 6.1.2. Geo.SV.2:	<i>A map is a symbolic representation of selected characteristics of a place.</i> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
Core Idea: 6.1.2. Geo.HE.2:	<i>Environmental characteristics influence the how and where people live.</i> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Instructional Focus

Unit Enduring Understandings

- Everyone is part of a larger neighborhood and community.
- People work at many jobs in schools and in communities.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- All countries have symbols and songs that are unique to that country.

Unit Essential Questions

- What types of different jobs are there in a school community?
- How can I show respect to people in my school or during interactions with my classmates/teammates?
- Who are the community workers in my neighborhood and why are they important?
- Why is it important to have many kinds of community workers?
- How do I show respect for the symbols, songs and monuments of our country?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Objectives

Students will know:

- people have different jobs and responsibilities in schools and communities
- cooperation & sportsmanship is vital to the success of a group/team
- spatial terms (north, south east, west)
- the different parts of a simple map
- the importance of honoring the past & people who serve our country

Students will be able to:

- recognize there are many types of jobs and careers that people can have
- identify positive ways to interact in a group or team setting
- identify some U.S. symbols and the American flag
- recite the pledge of Allegiance and sing songs about the United States
- demonstrate understanding of the importance in respecting all people, the environment, our country & history

Resources

***Teachers will incorporate additional books as needed**

Core Text: See individual lessons below.

Literature Connection:

Career Day (community workers)

Career Day video (*epic! books*)

Career Day by *Anne Rockwell*

Helpers in my Community by *Bobbie Kalman*

Community Helpers (Reading A-Z- Level D)

Firefighters (Reading A-Z- Level F)

'Community and Classroom Helpers' lesson (*Education.com*)

BrainPop Jr. Video – Community:

<https://jr.brainpop.com/search/?keyword=community>

Neighborhood/Community (Maps)

Kids Vocabulary:

- Geography: Town Organization video (*epic! books*)
Keys and Symbols on Maps by *Meg Greve (epic! books)*
Maps Are Flat, Globes Are Round by *Meg Greve (epic! books)*
This Land is Your Land audiobook by *Woody Guthrie (epic! books)*

Suggested Resources

Jayden's Impossible Garden by *Melina Mangal *Amistad*
A Hen for Izzy Pippik by *Aubrey Davis *Holocaust*
The Whole World Inside Nan's Soup by *Hunter Liguore *AAPI*

Field Day

Field Day by *Suzanne I. Barchers*
A Good Team: A Cooperation Story by *Anastasia Suen*
Howard B. Wigglebottom Learns About Sportsmanship by *Howard Binkow & Reverend Ana*

Memorial Day

Memorial Day (Holidays in Rhythm and Rhyme) by *Emma Carlson Berne*
U.S. Monuments and Memorials by *Francis Spencer*
Holidays: Memorial Day by *R.J. Bailey*

Flag Day

We Love Our Flag by *Dr. Jean Feldman*
Why Are There Stripes on the American Flag? by *Martha E.H. Rustad*

BrainPop Jr. Video – U.S. Symbols:

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

Unit 5 – Literacy Lessons (*suggestions*):

- 1. Book > Firefighters – (Personal Letter Writing)** Write a 'thank-you' letter to firefighters. Ss will tell them what they know about how they keep people safe. Ss can write to ask the firefighters any questions they have about their job.

Part 2 - Additional Lesson on community helpers > T can ask Ss – “Who are some other community helpers who help keep us safe? Draw and label a picture of at least 3 different community helpers.”

- 2. Book > Keys and Symbols on Maps (All About Books)** T will read book and help children learn about their school or neighborhood. T will take the class on a walk and talk with the Ss about the different items they notice in their school/neighborhood as they walk around. T will direct the students as they return to their classroom to look around the room and observe the things they see. Ss can then be instructed to work on an ‘All About Room ____ Book’ – where they will draw pictures and write sentences about the things they observe in their classroom.

Part 2 - Additional Lesson on book > Keys and Symbols on Maps – T can encourage Ss to use the items they wrote in books (above) to create their own individual - “Room ____ Classroom Map”. Ss can use large construction paper to design their maps and label the items found in their classroom.

- 3. Book > Howard B. Wigglebottom Learns About Sportsmanship** - T can read the book to students and invite Ss participation/role playing of poor sportsmanship & good sportsmanship. T will review & discuss the importance of demonstrating good sportsmanship and respectful actions/reactions. Ss can ‘Turn & Talk’ about how they might feel in both scenarios. T will instruct Ss to work on an Opinion/Persuasive writing piece about their thoughts & feelings in response to this story. (T could connect this to upcoming Field Day activities, or sports teams that Ss may be currently involved in.)

- 4. Community and Classroom Helpers – Free lesson outline & materials – Education.com**

Free Teachers Pay Teachers resources for Unit 5:

Community Helpers & Occupations Packet (V Anderson)

Me on the Map Mini book (Erin Eberhart Lynch)

Teamwork Songs and Activities pack (Sheila's Leaps in Learning)