

Englewood Public School District
Social Studies
KINDERGARTEN
Unit 1
Being a Good Citizen, Hispanic Heritage Month, and Acceptance

Overview: Students will explore what makes a rule or law appropriate and how rules and laws keep everyone happy and safe. Students will demonstrate an understanding of classroom rules and routine by being respectful and responsible in the classroom. Students will also learn about the Hispanic culture past and present, Spanish speaking countries and flags. To wrap up the unit, students will focus on the value of acceptance.


Time Frame: 10 Weeks

Enduring Understandings:

- Following the rules helps keep everyone safe and happy.
- Students have a responsibility to be good members of their school community.
- Students must be respectful and work appropriately with others.
- How groups of people behave influences and identifies their culture.
- Students will learn to value diversity by learning to work collaboratively to learn about Hispanic heritage and Hispanic countries.
- Acceptance is an important part of being a good friend.

Essential Questions: *Students will keep considering...*

- Why do we have rules at school?
- How does having classroom tasks and jobs help us develop responsibility?
- How should we behave when working with a partner or in a small group?
- What makes a rule or a law fair?
- Why is it important to be honest?
- How can we solve problems that are unfair or discriminatory?
- How do we recognize and respect diverse cultures?
- Why do people have different roles in our family and community?
- Why is it important to value our differences?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.</p>	<p>Topics: Good Citizenship and Hispanic Heritage Month</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Discuss what it means to be a community ● Identify an issue of concern to them at school. ● Recognize how conflicts in the classroom can be appropriately resolved. ● Distinguish between rules and consequences. ● Give examples of fair decisions. ● Ask appropriate questions related to a classroom situation. ● State their own viewpoint related to a school concern. ● Identify their role as a family member, classroom member, and community member. 	<p>Following a teacher-led vocabulary lesson, students will create a visual social studies glossary of terms related to unit 1. (8.1.2.A.1)</p> <p>As a whole class, students will learn all about being together and the different groups that help define us and our community. Students will create a class “Good Citizen Traits” chart. (8.1.2.A.1)</p> <p>As a whole class students will learn how people get along. The class will hear a read aloud of the Rainbow Fish, and then talk about Do’s and Don’t of being a good citizen and friend. (CRP2,CRP4, CRP8)</p> <p>As a whole class, students will review classroom rules and then talk about the rules for the entire school. Students will walk around school and discuss how rules are different depending on the room or location they are in (e.g. library, playground, lunchroom, classroom)</p>	<p>Glossary-Personal Word Wall (words or pictures)</p> <p>Add words to class Word Wall</p> <p>Community Membership: https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/completely_kinder/13.%20K%20Health%20Unit%203%20FINAL.pdf</p>  <p>Scholastic.com: <i>All Together Now</i> by By Billy E. Gober, Ed.D. https://www.scholastic.com/teachers/articles/teaching-content/all-together-now-0/</p> <p>Book: <i>A Rainbow of</i></p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Exact Path <p>Formative Assessment: Instructors confer with students to investigate their knowledge of citizenship.</p> <p>Instructors confer with students to investigate their knowledge of acceptance.</p> <p>Summative Assessment: Students will create and present good citizen posters</p> <p>Students will match their Latin American flag to their respective country via a digital game</p> <p>Alternative Assessment: Teacher observation and anecdotal notes</p> <p>Students will respond to oral questioning and retell the events that took place in the videos and/or read-alouds</p> <p>Students will participate in class discussions</p>

- Recognize that people are different and have unique cultures that should be respected and treated fairly.

The class will discuss the following problems that arise and how they would solve the problems:

1. Two people want to sit in the green chair. What is a good solution?
2. Carly waited a long time to start her picture. The others are ready to move onto a new activity but they have to wait for her to finish. What is a good solution. (CRP4)

Students will read about ways they can help around their school and neighborhood. The class will develop a list of ways they can help at school, home, and in the community. (NJSLSA.R2.) (K-ESS3-3)

Students will learn about laws in their community and why laws are important. Students will work in pairs to discuss the following: Why do we need laws? What would happen if we did not have any laws in our community?

Friends by P.K. Hallinan

We are Different We are the Same by Bobbi Kates

No, David! by David Shannon; Scholastic, 1998.

Scholastic.com: *Creating our Class Rules*
<https://www.scholastic.com/teachers/lesson-plans/teaching-content/creating-our-class-rules/>

Helping the Community
<https://www.scholastic.com/parents/family-life/parent-child/10-fun-community-giving-ideas.html>

Me You and the Community Video
<https://www.bing.com/videos/search?q=books+about+way+skids+can+help+in+their+community&&view=detail&mid=93EA669C2CA968AC6BF393EA669C2CA968AC6BF3&&FORM=VRDGAR>

Tolerance Resources
<https://www.tolerance.org/learning-plan/citizens->

[and-government-in-our-diverse-community](#)

Class will read the fable *The Ant and the Grasshopper* and discuss what happened to each insect in the winter time and explain which one was a good citizen. (NJSLSA.R2.)

Project Based Learning: Students will work in pairs to create Good Citizen Posters. First they will talk about ways to be a good citizen at home, school, and in their community. Students will then make a poster showing one way to be a good citizen. Students will present their posters to the class. (8.1.2.B.1, 8.1.2.E.1) (CRP2, CRP4, CRP8)

Rules and Laws by Ann-Marie Kishel; Lerner, 2007.

Chart Paper

Markers

Laws in our Community
<https://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127843-why-do-we-have-rules/>

Signs in Our World by John Searcy

The Ant and the Grasshopper
<https://www.dltk-teach.com/fables/grasshopper/mstory.htm>

Materials:

- Poster board or large white construction paper or butcher paper
- Markers, crayons
- Magazines or pictures printed from the computer

Hispanic Heritage

- Recognize that many Hispanic Americans have made important contributions to our culture and society

As an introduction the Hispanic Heritage Month, students will watch a short video about Hispanics Past and Present.

YouTube: Hispanic Heritage Month-Hispanics Past and Present
https://youtu.be/hgag_e0UEX4

In order to study Hispanic heritage, students will create: flags of different Spanish speaking cultures and countries represented in Englewood.

Flag Coloring Sheets
<http://www.spanish411.net/resources/FlagColoringSheets.pdf>

Students will study a map of Latin-American countries and match their flag to that country.

Ducksters Education Site
Geography Games: Flags of South America
https://www.ducksters.com/games/south_america_flags_map_game.php

Recommended Reading:
Tortillitas para Mamá and Other Nursery Rhymes, Spanish and English by Margot C. Griego; Henry Holt, 1988.

Too Many Tamales by Gary Soto; Putnam & Grosset, 1993.

Acceptance (Holocaust):

- Recognize that people are different and have unique cultures that should be respected and treated fairly.
- Demonstrate an understanding that each one of us is unique and special.
- Compare and contrast self to others
- Analyze themes in literature, including acceptance, respect, trust, friendship, and open-mindedness.

Use a children's literature selection to prompt a discussion of how people:

- are alike/different
- speak different languages
- have physical differences
- play different games
- eat different foods
- wear different clothes
- have different religious beliefs, etc.

Create a chart of student responses.

Questions may focus on students and how they would feel if they were treated differently than others. What can students do or say to include others?

Holocaust (RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education)
<https://nj.gov/education/holocaust/curriculum/>

It's ok to be Different by Todd Parr
<https://www.youtube.com/watch?v=shYf3prwXJU>

The Ugly Duckling by Hans Christian Anderson
<https://www.youtube.com/watch?v=xPZjvAGrigU>

Key Vocabulary:
Acceptance and Prejudice

Formative Assessment:

Instructors confer with students to investigate their knowledge of acceptance and comparing/contrasting

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Social Studies curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Social Studies requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display terminology and movement● Teacher modeling● Peer modeling● Develop and post routines	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching	<ul style="list-style-type: none">● Using visual demonstrations, illustrations, and models● Allow extra time to complete assignments or tests● Peer modeling● Teacher modeling	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons

<ul style="list-style-type: none"> ● Label Social Studies and classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. 	<p>approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to 	<ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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	<p>complete assignments or tests</p> <ul style="list-style-type: none"> ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.K.1 With prompting and support, ask and answer questions about details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

Science:

K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Integration of Technology Standards NJSLS 8:

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Vocabulary: Brave, Citizen, Community, Cooperate, Fair, Honesty, Laws, Problem, Respect, Responsible, Rule, Solution, Hispanic Heritage Month