

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Kindergarten Social Studies.

UNIT 2 – “The People In Our Neighborhood”

Elaborated Unit Focus

In this unit, kindergarteners will begin to explore the concept of American *culture* by learning the Pledge of Allegiance and the Star Spangled banner, and the meanings of each. Beginning-of-the-year discussions of rules and character traits will help students’ understanding of the roles of *individuals, groups, and institutions* in society. Continued work with time, calendars, and sequencing words lays the foundation for the idea of *time, change, and continuity*. Students will begin to understand *scarcity* through incorporating the Labor Day holiday, along with basic economic ideas of needs, wants, employment, income, goods, and services,

Standards/Elements

SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.

- a. Labor Day

SSKH2 The student will identify important American symbols and explain their meaning.

- g. Pledge of Allegiance
- h. Star Spangled Banner

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

- c. Morning, afternoon, night
- d. Today, tomorrow, yesterday
- e. First, last, next
- f. Day, week, month, year

SSKCG1 The student will demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
- b. Explain why rules should be followed.

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

SSKE3 The student will explain how money is used to purchase goods and services.

- a. Distinguish goods from services.
- b. Identify various forms of U.S. money (coins, currency).

SSKE4 The student will explain that people must make choices because they cannot have everything they want.

Enduring Understandings/Essential Questions

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

K-5 EU: The student will understand that culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.

- Why do we say the Pledge of Allegiance?
- What does the American flag look like?
- Why do we sing the *Star Spangled Banner*?
- Where have you heard the Pledge of Allegiance or the *Star Spangled Banner*?
- Why do we say the Pledge and sing the *Star Spangled Banner* at these times and places?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- Why do we have rules?
- Why do we follow rules?
- What are ways to show good character?
- What should I do if I see someone breaking a school or classroom rule?
- How can I show good manners?
- How can I show respect?
- How do good listeners act?
- What are rules for our classroom, home, school, community?
- What actions show examples of being a good citizen at school/community?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

- Why do we celebrate Labor Day?
- How do we celebrate Labor Day?
- What are types of work people do in our community?
- What are types of work people do in our school?
- Why do people work?
- Why do we use money?
- Why can you not have everything you want?

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

- How are you different now than you were last year?
- Can you do things now that you couldn't do last week/year? (write your name, ride a bike, read my letters, etc.)
- How are you different from your older/younger brother or sister?
- How are you different from your mom and dad?
- How many days are in a week?
- Why do we keep track of time?
- What did you do yesterday? Today? Tomorrow?
- What do you do in the morning? Afternoon? Night?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Discuss why and how we celebrate Labor Day. Discuss with the students that we celebrate Labor Day to honor workers and give them a day of rest. They have a day off to rest and enjoy being with their families. Draw a picture of something that you and your family will do to celebrate this holiday. Tell a friend about your day. <u>Modifications-</u> Assist with illustration	SSKH1 a ELAKW1 b ELAKLSV1 a h	Observation
Review reciting the Pledge of Allegiance whole group. Have students recite the Pledge of Allegiance in small groups. <u>Modifications-</u> <ul style="list-style-type: none"> • Provide visual of written pledge to aid in recital • Allow students to echo-recite pledge. 	SSKH2 g ELAKLSV1 d	Dialog
Play three patriotic songs. Have students identify which song is the Star Spangled Banner. Use thumbs up/thumbs down as method of assessment. www.patrioticon.org/patriotic-soundfiles.htm	SSKH2 h	Observation
After reading several trade books, students will describe rules/character traits from the story { honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment } and discuss how these are relevant to their environment. <u>Modifications-</u> <ul style="list-style-type: none"> • Cooperative groups 	SSCG1 a b SSCG2	Dialog and Discussion

<p>Have parents draw or take a picture of themselves at work. Students will sort these pictures into two categories (goods or services) and describe similarities and differences between these professions. {Teachers can also provide pictures of various professions.}</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Provide visual of good/service meaning with example 	<p>SSKE1 SSKE2</p>	<p>Dialog and Discussion</p>
<p>Fold a piece of paper in half. On the left side, students draw a picture of something they do in the morning and on the right side, students draw a picture of something they do at night.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Peer paired working arrangement • Assist with drawing 	<p>SSKH3 c SKE1 b</p>	<p>Constructed response</p>
<p>State a classroom/home/school community rule. Ask the student to role play the result of following the rule. Have a class discussion about the consequences of what happens when that rule is broken. Discuss the positive character trait demonstrated by following those rules.</p>	<p>SSKCG1 a b SSKCG2</p>	<p>Observation Dialog and Discussion</p>
<p>Read one book each day during the unit and discuss the positive character traits within the book. On chart paper, make a class list of characters from the stories and the jobs that they have. Include a positive character trait for the main character. Add to this list each day after a new book is read. Discuss the differences and similarities of the characters. Name people that they know that hold these jobs. (Ongoing throughout the unit.)</p> <ul style="list-style-type: none"> • This activity will tie into the Performance Task. 	<p>SSKE1 SSKCG2 ELAKLSV1 a ELAKR5 a ELAKR6 a c h</p>	<p>Dialog and Discussion</p>

Sample Performance Task

Enduring Understandings:

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that laws and people's beliefs help decide who gets to make choices in government.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

Standards: SSKCG1.a, b, SSKE1, SSKE2, SSKE3.a, SSKE4, SSH1a

Description: Each student will choose what they would like to be when they grow up. Students will have an opportunity to choose community helpers using the list created by the class in the Balanced Assessment Plan. The student will dress up or draw a picture of a member of the profession/ community worker. The student will describe the work that they will do. The student will include

whether they will provide a good or a service. The student will describe what they will do with the money that they earn.

Discuss the rules/expectations/character traits that they will need to follow in the profession that they choose (be on time for work, be responsible, learn to work with others, etc.)

****Link this activity back to the Balanced Assessment Plan. Ask each child to discuss the character traits of the profession they chose.**

- Why is this person important to the community?
- What does this person do in our community?
- Which character traits would this person use?

Step 1:

Have the student make a decision about what they would like to be. Have the students draw a picture or cut pictures from a magazine to illustrate the profession.

Step 2:

Divide the students into two groups to present on two days. Have students present to the class. The teacher will use prompting questions to describe what they would do.

Sample questions for discussion:

What would you do to help others? Would you need to work together with others? How would you work with others? What service or good would you provide? What would you do with the money that you earn? What would a person in the selected profession look like (clothing, tools, etc.)

Step 3:

These questions will specifically address the enduring understandings for this unit.

- Why is the person that you chose important to our community?
- What is the value of this person in our community?
- What would happen if that person didn't do his/her job?

At the conclusion of the activity, the student will compare the responsibilities of their profession and responsibilities of adults around them.

Students should also describe character traits that they would need (responsibility, respect, trust, honesty, courtesy).

Modifications-

- Assist with illustrations
- Peer paired working arrangement
- Visual cue for good/service meaning with examples
- Student will tell what career they chose and what their importance would be: example-"I want to be a policewoman, because she keeps us safe."
- Practice one-on-one with student prior to presentation.

Map and Globe Skills: None	Information Processing Skills: 1, 3
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Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Explain/describes character traits	Begins to describe profession with little detail.	Explains/describes physical appearance of the profession.	Describes character traits.	Explains how and why character traits are needed in the chosen profession.
Explains the work/good/services that people provide	Begins to explain the work people do or the goods/services they provide. Gives very little detail.	Explains the work for the profession, but does not give the good or service provided.	Explains work/goods/services provided by the profession.	Explains why the profession provides goods or services.
Pictures chosen reflect the profession	Drew or cut pictures, but pictures did not reflect the chosen profession.	Some, but not all, pictures drawn or cut did reflect the chosen profession.	Drew or cut pictures to accurately reflect the chosen profession.	Draws or cuts pictures to reflect profession and includes the environment of the profession. Describes a connection to themselves and adds additional details to describe the profession.
Explains similarities and differences between professions	Begins to explain similarities or differences in professions.	Explains similarities or differences, but not both.	Explains both similarities and differences.	Analyzes and describes why there are similarities and differences between professions, and why everyone cannot do the same job.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Did the student draw a picture showing a profession?	Begins to draw/cut pictures.	Drew/cut pictures, but did not reflect chosen profession	Drew/cut pictures reflecting chosen profession	Picture reflects the chosen profession in the correct environment
Did the student speak in complete sentences?	Attempts to share, but cannot be understood.	Student shares, but speaks in incomplete sentences.	Speaks in complete sentences to tell about the profession	Speaks in complete sentences, and elaborates about his/her chosen profession.
Did they answer teacher selected questions correctly?	Attempts to answer questions about the profession, but provides inappropriate answers.	Answers questions about the profession with prompts.	Answers teacher selected questions about the profession without prompting.	Discuss the chosen profession in detail with no prompting and adds information independently.

Resources for Unit

Patriotic Songs

www.patrioticon.org/patriotic-soundfiles.htm.

Community Helpers Resource

<http://www.comsewogue.k12.ny.us/~rstewart/k2001/Themes/community/helpers.htm>

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