

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level:</b> Kindergarten
<p><b>Unit Title: Civics, Government, and Human Rights</b></p> <p><b>Overview:</b>            Students will learn about themselves and their classmates. They will investigate what makes a responsible family member, classmate, and friend. They will role play how to solve problems with others and who can help them when they are in need of support. They will discuss and apply the classroom and school expectations (rules) and explain why it is important to create shared expectations. They will analyze how following school and classroom expectations help to create a safe learning environment. They will describe what happens when someone is treated in an unfair manner and how to resolve those types of unfair actions.</p>
<b>NJCCC Standard Number: 6.1 U.S. History: America in the World</b>
<p><b>Standard Statement:</b>            All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Lucy Calkins Writing Program</li> <li>• Journeys Literacy Program</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b>            Critical Thinking: Distinguish fact from fiction.            Presentation Skills: Use evidence to support an idea in a written and/or oral format.</p> <p><b>Career Ready Practices:</b>            CRP1. Act as a responsible and contributing citizen and employee.            CRP2. Apply appropriate academic and technical skills.            CRP4. Communicate clearly and effectively and with reason.            CRP5. Consider the environmental, social and economic impacts of decisions.            CRP6. Demonstrate creativity and innovation.            CRP7. Employ valid and reliable research strategies.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Learning Targets

HADDONFIELD PUBLIC SCHOOLS

<b>Strand:</b> A. Civics, Government, and Human Rights	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>• Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• The world is comprised of nations that are similar to and different from the United States.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <a href="#">common good</a> ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What makes a responsible family member, classmate, and friend and how can I be</li> </ul>	<ul style="list-style-type: none"> <li>• Rules are developed to protect people’s rights and the security and welfare of society.</li> </ul>

<p>one?</p> <ul style="list-style-type: none"> <li>• How does who "I am" make our classroom better and special?</li> <li>• What does it mean to "get along?"</li> <li>• How do I get along with others?</li> <li>• How do I make friends?</li> <li>• How do I solve problems with others?</li> <li>• Who can help me solve problems?</li> <li>• How can I be a good helper at school?</li> <li>• What are the classroom and school expectations (rules) and why is it important to create shared expectations?</li> <li>• How do following school and classroom expectations help to create a safe learning environment?</li> <li>• What is happening when someone treats another person in an unfair manner and what can be done to help?</li> </ul>	<ul style="list-style-type: none"> <li>• The way I act and the choices that I make affect others, my relationships, and my community</li> <li>• I have responsibilities as a member of my family, class, and school community</li> <li>• There are ways to resolve unfair actions that occur</li> </ul>
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**Unit Learning Targets**

*Students will ...*

- Explain why it is important to make good choices (e.g. taking turns, listening)
- Practice being a contributing member of the classroom
- Understand and discuss classroom and school expectations
- Explore basic concepts of tolerance, fairness, and respect for others
- Identify characteristics of a responsible class/school member
- Recognize problems that might arise in the classroom and strategies for solving them
- Explain their responsibilities as members of the class
- Describe "fair" and "unfair" actions and give specific examples
- Learn four skills for making new friends (introducing, asking to play, sharing, being kind)
- Role play effective social interactions with one another
- Practice four problem solving steps (stop and calm down, talk and listen, think of solutions, agree on a plan to try)
- Learn and practice four ways to be a helper (taking care of things, cleaning up, following directions, and doing my work)

**Evidence of Learning**

**Equipment/Materials needed:**

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector

**Teacher Resources:**

**TCI:** *Social Studies Alive: Me and My World*

<http://www.teachinci.com>

**Lessons:**

- 1- Who Am I?
- 2- What Is A Family?
- 3 - How Do I Get Along with Others?
- 4 – How Do I Make Friends?
- 5 - How Do I solve Problems with Others?
- 6 - How Can I be a Good Helper at School?
- 7 - What is in My Neighborhood?

**Journeys Big Books and Read Alouds**

Children’s literature

**Time For Kids**

**Scholastic Let’s Find Out**

**Formative Assessments**

**Formative assessments used throughout each unit should be preparing students for the summative assessment.**

- TCI “Observation Checklist” for each unit
- TCI “Preview” student pages  
(Interactive Student Notebook)
- TCI “Reading Further” student pages  
(Interactive Student Notebook)
- TCI “Reading Notes” student pages  
(Interactive Student Notebook)
- TCI Unit Assessments

**Summative Assessment (end of module)**

- Students’ performance on the common assessment will be a significant factor in the determination of report card grades.

[Summative Assessment Rubric](#)

**Modifications for Special Needs Students**

**Lesson Plans**

**Suggested Lesson Pacing:** 1<sup>st</sup> Semester (September – January)

**Teacher Notes:**

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

New Jersey Core Curriculum Content Standards: Social Studies

**<http://www.state.nj.us/education/cccs/2014/ss/>**

TCI Correlations to NJCCCS: Social Studies

<http://www.teachtci.com/standards-correlations.html>

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level:</b> Kindergarten
<p><b>Unit Title:</b> History, Culture, and Perspectives</p> <p><b>Overview:</b>                      Students will learn about important historical events. They will participate in discussing popular historical figures. They will share information about traditions and holidays in their own families. Students will discuss the importance of listening and sharing with each other. They will learn to understand different points of view. Students will discuss traditions associated with different holidays. They will compare traditions past and present. This unit will also include recognizing some symbols of the United States of America. Students will learn and recite the Pledge of Allegiance. It is a unit that focuses on holidays, traditions, and symbols.</p>
<b>NJCCC Standard Number:</b> 6.1 U.S. History: America in the World
<p><b>Standard Statement:</b>                      All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Lucy Calkins: Persuasive Writing Unit</li> <li>• Journeys Literacy Program</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b>                      Chronological Thinking: Explain how the present is connected to the past.                      Critical Thinking: Distinguish fact from fiction.                      Presentation Skills: Use evidence to support an idea in a written and/or oral format.</p> <p><b>Career Ready Practices:</b>                      CRP1. Act as a responsible and contributing citizen and employee.                      CRP2. Apply appropriate academic and technical skills.                      CRP4. Communicate clearly and effectively and with reason.                      CRP5. Consider the environmental, social and economic impacts of decisions.                      CRP12. Work productively in teams while using cultural global competence.</p>
Learning Targets
<p><b>Strand:</b>                      D. History, Culture, and Perspectives</p>

HADDONFIELD PUBLIC SCHOOLS

<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you describe some historical key events we celebrate in our country and how we celebrate them?</li> <li>• Who are some popular historical figures we remember and celebrate?</li> <li>• How does celebrating events and individuals help us understand the past?</li> <li>• How and why does remembering, understanding, and celebrating historical people and events help us feel connected?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Some important events we celebrate in our nation’s history are: 4<sup>th</sup> of July (our country’s birthday), Thanksgiving, Presidents’ Day, and Dr. Martin Luther King Day</li> <li>• Popular historical figures and key events are remembered when we celebrate some holidays</li> <li>• Celebrating historical events and individuals help us understand the past</li> <li>• Remembering, understanding, and celebrating</li> </ul>

<ul style="list-style-type: none"> <li>• What can we learn from listening to each other share?</li> <li>• Why are holidays and traditions an important part of us, our families, and our communities?</li> <li>• What traditions and holidays do you and your family have?</li> <li>• Does everyone think the same about everything? Why or why not? Is this helpful?</li> <li>• Can you act out or illustrate some symbols of the USA?</li> <li>• Do you think it is important to have a tradition and common value of taking care of our world and what are some things you can do? (reduce, reuse, recycle)</li> </ul>	<p>historical people and events can help people with different backgrounds feel connected</p> <ul style="list-style-type: none"> <li>• An important source for gathering information is other people, as we share and listen stories about ourselves, each other, and our families</li> <li>• Holidays and traditions are an important part of our culture</li> <li>• Families enjoy their own traditions for different holidays</li> <li>• We all have individual ideas and points of view</li> <li>• Our country has national symbols</li> </ul>
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**Unit Learning Targets**

*Students will ...*

- Identify important historical events (e.g. First Thanksgiving)
- Participate in discussing popular historical figures (e.g. Dr. Martin Luther King, George Washington)
- Share information about traditions and holidays in their own families (e.g. birthdays, Thanksgiving)
- Listen to others' points of view
- Share their own point of view
- Describe traditions associated with different holidays (Thanksgiving traditions, 4<sup>th</sup> of July traditions)
- Recognize some symbols of the USA (e.g. our flag, bald eagle, Statue of Liberty, Liberty bell)
- Compare traditions past and present (e.g. Thanksgiving, birthday celebrations)
- Learn and recite The Pledge of Allegiance (following state, district, or school guidelines on having students do this)
- Discover how making new friends was important to the Pilgrims
- Recognize how Dr. Martin Luther King helped people share their neighborhoods

**Evidence of Learning**

**Equipment/Materials needed:**

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector

**Teacher Resources:**

**TCI:** *Social Studies Alive: Me and My World*

<http://www.teachtci.com>

**Lessons:**

- 1 - Who Am I? -- Reading Further
- 2 - What is a Family? -- Reading Further
- 4 - How do I Make Friends? -- Reading Further
- 7 - What is in My Neighborhood? -- Reading Further
- 8 - Where am I in the World? -- Reading Further
- 9 – How Do People Live Around the World? -- Reading Further
- 11- How Can I Help Take Care of the World?

**Journeys Big Books and Read Alouds**

Nonfiction children’s books

**Time For Kids**

**Scholastic Let’s Find Out**

**Formative Assessments**

- TCI “Observation Checklist” for each unit (use appropriate parts that assess “Reading Further” material)
- TCI “Reading Further” student pages (Interactive Student Notebook)
- TCI Unit Assessments (specifically the “Reading Further” section)

**Summative Assessment (end of module)**

[Summative Assessment Rubric](#)

**Modifications for Special Needs Students**

Modifications: ELL, At-Risk, Special Education

1. Books on MP3
2. Adapted texts
3. Graphic Organizers
4. Assessment modifications
5. Differentiated instruction

**Lesson Plans – Pacing Guide**

**Suggested Lesson Pacing:** September - June

Specific holidays/historical events are addressed as they come up in the calendar.

**Teacher Notes:**

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

New Jersey Core Curriculum Content Standards: Social Studies

**<http://www.state.nj.us/education/cccs/2014/ss/>**

TCI Correlations to NJCCCS: Social Studies

<http://www.teachtci.com/standards-correlations.html>