

Big Idea: People need rules to get along

<i>Content: SS</i>		<i>Grade: Kindergarten</i>		<i>Unit 1 – Being a Good Citizen</i> <i>Unit Time Frame: September 1- October 5</i>			
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	College and Career Readiness Standards:	CCCS	Text
<p>1. What do people need to get along?</p> <p>2. What are Americans proud of?</p>	<p>1. Follow the Rules: Reviewing the school’s rules Work Together: Partnering skills</p> <p>2. Safety Signs Keeping us safe, identifying them</p> <p>3. Taking Responsibility Showing responsibility, Solving a Problem Problem solving</p> <p>4. Groups Around the world Identifying groups you belong to. Biography Mary McLeod Bethune</p>	<p>1. The students will learn to identify the purpose for having rules.</p> <p>2. The students will recognize the consequences of breaking rules</p> <p>3. The students will learn how rules keep us and others safe</p> <p>4. The students will learn the benefits of cooperating, taking turns and sharing</p> <p>5. The students will learn ways to resolve conflict</p> <p>6. The student will learn to define <i>respect</i></p>	<p>School</p> <p>Rule</p> <p>Class</p> <p>Respect</p> <p>Cooperate</p> <p>Community</p> <p>Law</p> <p>Responsibly</p> <p>Problem</p> <p>Solution</p> <p>Group</p> <p>Teacher</p> <p>hero</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Home projects</p>	<p><u>Reading</u> Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>Writing</u> Production and Distribution of Writing: 6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.</p>	<p>NJ.6.1. Social Studies Skills: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.</p> <p>6.1.A. Social Studies Skills 6.1.A.1. Explain the concepts of long ago and far away.</p> <p>6.1.A.2. Apply terms related to time including past, present, and future.</p>	<p>Social Studies Our World Now and Long Ago</p>

		<p>7. The students will learn how to identify the purpose of having safety signs and symbols</p> <p>8. The students will learn how to identify safety signs and symbols</p> <p>9. The students will learn how to recognize the consequences of disobeying safety signs and symbols</p> <p>10. The students will learn how to recognize that citizens have a responsibility to follow rules and laws</p> <p>11. The students will learn how to show the importance of taking responsibility for ones own choices and actions</p> <p>12. The students will learn how to compare and contrast groups in other communities and cultures</p>			<p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>Presentation of Knowledge and Ideas:</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English</p>	<p>6.1.A.3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).</p> <p>6.1.A.4. Retell events or stories with accuracy and appropriate sequencing.</p> <p>6.1.A.5. Develop simple timelines.</p> <p>NJ.6.2. Civics: All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.</p> <p>6.2.A. Civic Life, Politics, and Government</p> <p>6.2.A.1. Explain the need for rules, laws, and</p>
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		<p>the purpose of having safety signs and symbols while being able to recognize the consequences of disobeying the signs and symbols</p> <p>18. Students will know that citizens have a responsibility to follow rules and laws and students will be able to demonstrate the importance of taking responsibility for ones own choices and actions</p> <p>19. Students will know that people learn through groups and students will be able to know how to compare and contrast groups in other communities and cultures</p>				<p>symbols of American values and beliefs such as the American Flag and the Statue of Liberty.</p> <p>6.2.D. Citizenship</p> <p>6.2.D.1. Identify examples of responsible citizenship in the school setting.</p> <p>6.2.D.2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.</p> <p>6.2.E. International Education: Global Challenges, Cultures, and Connections</p> <p>6.2.E.1. Explain that the United States is a diverse nation</p>	
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						<p>and one of many nations in the world.</p> <p>6.2.E.2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayon)</p> <p>6.2.E.3. Participate in activities such as dance, song, and games that represent various cultures.</p> <p>NJ.6.3. World History: All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.</p> <p>6.4.A. Family and Community Life</p> <p>6.4.A.1. Recognize change and continuity in</p>	
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						<p>their lives.</p> <p>6.4.A.2. Describe their family history through two generations.</p> <p>6.4.A.3. Compare family life today with long ago.</p> <p>6.4.A.4. Tell about their family heritage using stories, songs, and drawings.</p> <p>6.4.B. State and Nation</p> <p>6.4.B.3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.</p> <p>6.4.B.4. Relate why important national buildings, statues, and monuments are associated with our national history.</p>	
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