

Unit Map 2011-2012

Lincoln School Department

Collaboration / Social Studies K* (CG) / Kindergarten
(Curriculum Guides)

Friday, November 18, 2011, 11:56AM

Unit: All About Me (Week 12, 13 Weeks) 📄

Stage 1: Desired Results

Established Goals

GSE: Civics and Government/RI History, Grades K-2, Civics & Government

C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...

- a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day)
- c. identifying individual roles in a group and acting as a productive member of a group

C&G 3: In a democratic society all people have certain rights and responsibilities. C&G 3 (K-2) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...

- a. exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G 3 (K-2) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...

- a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)
- b. working cooperatively in a group, sharing responsibilities or individual roles within a group
- c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

GSE: Civics and Government/RI History, Grades K-2, Historical Perspectives

HP 1 (K-2) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...

- a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and

<p>interpreting data in timelines)</p> <ul style="list-style-type: none"> ▪ b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom) <p>HP 2 (K-2) – 2 Students chronicle events and conditions by...</p> <ul style="list-style-type: none"> ▪ a. describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events) 	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ▪ My physical self includes gender, ethnicity, and languages. ▪ Each person is a unique individual. ▪ Each person has needs, wants, feelings, talents, and abilities. ▪ Each person has likes and dislikes. 	<ul style="list-style-type: none"> ▪ Who am I and why am I special? ▪ How am I alike and different from others?
<p>Content Knowledge</p>	<p>Skills</p>
<ul style="list-style-type: none"> ▪ Your gender, ethnicity, heritage and culture defines who you are. ▪ Knowing all about you and liking who you are will help you develop a good self esteem. ▪ Developing an awareness of similarities and differences that make each individual and group unique. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ identify customs of their culture and special holidays and traditions. ▪ describe their likes, dislikes, feelings, needs and wants. ▪ identify qualities, such as interests, hobbies, skills, talents, and experiences which make individuals unique. ▪ compare ways in which people are alike and different.
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p>Assessment (New)</p>	<p>Assessment</p>
	<ul style="list-style-type: none"> ▪ The student will construct and orally present their individual

	<p>timeline.</p> <ul style="list-style-type: none"> The student will create a book comparing their likes and dislikes and share it with their classmates.
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Stage 3: Learning Plan

Learning Activities	Resources
<ul style="list-style-type: none"> Learn through books, poems, pictures, and discussions about the unique characteristics of themselves and others. Recognize the importance of each student's birthday. Recognize and discuss different feelings and how they affect you. Using the Monkey Business Manners Activity, students will distinguish the difference between good and bad manners. Draw a self potrait. Create an "All About Me" project (i.e. poster, booklet, bag, etc.) Design an individual timeline using pictures or drawings to display important events from birth to present. Present and describe their timeline events to their classmates. Create an individual like/dislike book to be discussed with classmates. 	<ul style="list-style-type: none"> Enchanted Learning website My Friend and I-National Geographic (single title) Best Friends-National Geographic (single title) Feelings-National Geographic (single title) Look at Me-National Geographic (single title) Having Fun-National Geographic (single title) Ella's Time Line-National Geographic (single title) Happy face/sad face monkey master & question sheet Suggested Titles: 1. Jamie Lee Curtis Books: When I Was Little, Tell Me About the Night I Was Born, Today I Feel Silly, I'm Gonna Like Me, It's Hard to Be Five, 2. The Colors of Us by Karen Katz, 3. Whoever You Are by Mem Fox, 4. The Kissing Hand by Audrey Penn

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