

Unit Map 2011-2012

Lincoln School Department

Collaboration / Social Studies K* (CG) / Kindergarten

(Curriculum Guides)

Friday, November 18, 2011, 11:57AM

Unit: My Family and My Home (Week 25, 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: History is an account of human activities that is interpretive in nature. HP 1 (K-2) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

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 interpreting data in timelines)
- b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 2 (K-2) – 1 Students connect the past with the present by...

- a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)

HP 3: The study of history helps us understand the present and shape the future. HP 3 (K-2) – 1 Students demonstrate an understanding of how the past frames the present by...

- a. identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?)

<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ▪ Families vary in size and composition. ▪ Each family has needs and wants. ▪ Each family has likes and dislikes. ▪ Families are positively and negatively effected by events (i.e. births, deaths, holidays, celebrations, economic status, etc.) that happen in their lives. 	<ul style="list-style-type: none"> ▪ What is a family? ▪ How are families alike/different? ▪ How do events shape family life?
<p>Content Knowledge</p>	<p>Skills</p>
<ul style="list-style-type: none"> ▪ Families are composed of people who love and care for one another, cooperate and work together. ▪ Families develop their own rules and decide how they will fulfill their members wants and needs. ▪ My family and other families are alike and different. ▪ Events impact every aspect of family life including feelings, relationships and structure. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ identify the composition of their family. ▪ describe their family's likes, dislikes, needs and wants. ▪ compare ways in which families are alike and different. ▪ recall past and present events that have happened in their family life.
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p>Assessment (New)</p>	<p>Assessment</p>

- The student will design a family project (i.e. scrapbook, video, photo journal) to be presented orally to classmates.

Stage 3: Learning Plan

Learning Activities

- Learn through books and discussion about the composition of a family and complete a simple, immediate family tree showing how family members are related. Assign a detailed, extended family tree project to be completed at home.
- Utilizing several concept books from National Geographic, prompt discussion on the activities that families do together and allow time for pairs or small groups to pantomime the activities for other children to guess (be sure to focus on pages 4 & 5 of this book during discussion time).
- Begin a family journal with an entry about what the student enjoys doing with their family.
- Create a T-chart comparing what a family needs and what a family wants.
- Continue the family journal by writing an entry describing their

Resources

- Enchanted Learning website
- Scholastic News magazine
- Families- Guided Reading Set (10 titles)
- Families-National Geographic (6 pack)
- My Family Tree-National Geographic (single title)
- I Help My Dad-National Geographic (single title)
- In My Family-National Geographic (single title)
- Fun with My Family-National Geographic (single title)
- Now and Then-National Geographic (single title)
- School Today and Long Ago-National Geographic (single title)
- Where Is My Home?- Lerner Classroom (single title)
- Up, Down, and All

family's needs, then wants.

- Brainstorm lists of family rules, customs, likes, dislikes and compare similarities and differences.
- Continue the family journal by writing an entry describing their family's likes and dislikes.
- Utilizing National Geographic books, read and then have a group discussion about events that have happened in the past that have shaped your family into what it is today.
- Using a "see-saw pattern"* format of writing, continue family journal by writing an entry comparing their family's past and present.
- Name where their family lives by stating their home address and phone number. Using a disposable camera, have student take photo of outside of their home to be developed and made into a classbook (see sample page)
- Complete several activities from the Beginning Geography manual that introduce the students to basic map skills and include week 1 and 2 lessons from the Grade One Daily Geography Practice manual (drawing maps of bedrooms/classrooms).
- Create a map of their own bedroom.
- Create a map of their own home.
- As a home project, create a video, scrapbook, or photo

Around-National Geographic (single title)

- Beginning Geography by Evan-Moor
- Suggested Titles: The Relatives Came by Cynthia Rylant, A Kiss Goodbye and A Pocket Full of Kisses by Audrey Penn, A Baby Sister for Frances by Russell Hoban, Amy and the New Baby by Myra Brown, Me on the Map by Joan Sweeney, Boundless Grace by Mary Hoffman, Yonder by Tony Johnston, Charlie Anderson by Barbara Abercrombe, Amelia Bedlia's Family Album by Peggy Parish, Zen Shorts by Jon Muth, Mama, Do You Love Me? and Papa, Do You Love Me? by Barbara Joosse, Nana Upstairs and Nana Downstairs by Tomie dePaola, All Families Are Special by Norma Simon, The Family Book by Todd Parr, Who's in a Family? by Robert Skutch
- *See-saw pattern information sheet taken from the reference book entitled: I Can Write Like That by S. Ehmann and K. Gayer
- Home address picture and journal page for

journal displaying pictures of student engaging in activities with their family.	classbook

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