



## Grade K Unit 1 - Me in My Classroom

### Unit Focus

The initial unit in Kindergarten Social Studies complements the ELA workshop launch unit and serves to establish the foundations of citizenship, community, and compassion. Students will focus on introducing themselves and getting to know each other, being a member of a class community and the class environment, learning about their classroom, and the school. Using resources from *The Responsive Classroom*, themes of focus will include safety, classroom procedures and rules, and working with others. Students will understand different sets of rules relating to the cafeteria, bathroom, playground, Bus, hallway, and other areas of the school building. Rules also include consequences and actions, often times based on a behavior chart. Students will begin to think about what a role model looks and acts like, and the importance of their choices and understanding of socially appropriate behaviors. This introductory unit will also explore concepts of citizenship and the qualities and characteristics of a good citizen (friend, classmate, etc.) and how this connects to friendship. Participation, perseverance, and risk-taking will all be encouraged as students learn to be active participants in their classroom community. The unit will culminate with a role-playing activity where students will be presented with a classroom scenario and will need to describe what actions a model citizen would take to solve problems.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Performance Standards</b>  <i>Social Studies : K</i>            1010641 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</p> <ul style="list-style-type: none"> <li>• INQ.K--2.2 Identify disciplinary ideas associated with a compelling question.</li> <li>• INQ.K--2.1 Explain why the compelling question is important to the student.</li> </ul>	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective</p> <p>T2 Understand roles in communities and how to propose and/or create change in communities based on important issues (<i>Decision Making, Citizenship</i>)</p>	
<p>1010646 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS            1010647 Civics</p> <ul style="list-style-type: none"> <li>• CIV.K.4 Apply civic virtues when participating in school settings.</li> <li>• CIV.K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</li> <li>• CIV.K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).</li> <li>• CIV.K.6 Explain the need for and purposes of rules in</li> </ul>	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 The health of a democracy relies on people's active and appropriate participation.</p> <p>U2 Classroom Rules are created by all students in order to prevent and solve problems, insuring a safe and respectful environment for all members</p>	<p>Q1 What does it mean to be a citizen?</p> <p>Q2 Why is it important for me to be an active participant in my community?</p> <p>Q3 What is the reason behind the rule/law? Is it fair?</p> <p>Q4 How does my question help me better understand and explain interpretations and the importance of the information?</p>

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

various settings inside and outside of school.

- CIV.K.2 Explain how all people, not just official leaders, play an important role in a community.
- CIV.K.7 Explain how people can work together to make decisions in the classroom.
- CIV.K.3 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.
- CIV.K.8 Identify and explain how rules function in public.

*1010674 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE*

- INQ.K--2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

**Student Growth and Development 21st Century Capacities Matrix**

*Self-Direction*

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.

*Global Thinking*

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.

**ACQUISITION OF KNOWLEDGE AND SKILL**

KNOWLEDGE	SKILLS
K1 The names of classmates and appropriate greetings	S1 identifying disciplinary ideas associated with a compelling question.
K2 The location of important elements in the classroom and school	S2 describing roles and responsibilities of people in authority
K3 Classroom and school procedures, rules, and routines	S3 explaining how all people, not just official leaders, play an important role in a community.
K4 Vocabulary: citizen, community, rules, drill, safety, responsibility	S4 applying civic virtues when participating in school settings.
	S5 following agreed upon rules for discussion
	S6 explaining the need for and purposes of rules
	S7 identifying and explaining how rules function in public.