



Grade K Unit 3 - Me in My School Community

Unit Focus

This unit expands upon the student's immediate environment and introduces the student to the community beyond the classroom, helping to define the entire school as another community. Students will learn and experience what it means to be a productive member of a school community. Students will consider what their individual and collective roles are as members of a school community. Students will realize that they are representatives of their school community and their actions and behaviors reflect the values and mission of the school community. They will discuss school pride and the school logo, mission, and mascot, understanding why it is important to have school pride. They will determine how to best represent their school community as model citizens.

As citizens of these different communities, students will begin to learn of their roles and responsibilities. Specific character traits will be explored and students realize the importance and impact of helping others. Through philanthropy, or the importance of giving, students will learn about different ways to contribute to a collective cause and the reasons for helping others in the community that may live with special needs.

The Unit will culminate with an introspective look at leadership. A focus will be on school leadership, the desired qualities of every leader, and why leaders are admired. Examples and models will be present through the celebration of Dr. Martin Luther King Jr. Day and Presidents' Day. This will allow students to recognize leaders in both history and the school community.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : K</i> 1010641 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.K--2.3 Identify facts and concepts associated with a supporting question. <p>1010646 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</p> <p>1010647 Civics</p> <ul style="list-style-type: none"> • CIV.K.2 Explain how all people, not just official leaders, play an important role in a community. • CIV.K.4 Apply civic virtues when participating in school settings. • CIV.K.9 Describe how people have tried to improve their communities over time. <p>1010657 Economics</p>	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective (<i>Synthesizing</i>)</p> <p>T2 Understand roles in communities and how to propose and/or create change in communities based on important issues (<i>Decision Making</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Historians develop a sense of empathy for people.</p> <p>U2 The health of a democracy relies on people's active and appropriate participation.</p> <p>U3 Individuals and groups create change based on action and the spread of ideas.</p>	<p>Q1 As a citizen, what are my rights and responsibilities?</p> <p>Q2 What does it mean to be a citizen?</p> <p>Q3 Why is it important for me to be an active participant in my community?</p> <p>Q4 How do people and/or groups impact history?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • ECO.K.1 Explain how scarcity necessitates decision-making. <i>1010665 History</i> • HIST.K.3 Compare perspectives of people in the past to those in the present. • HIST.K.8 Generate possible reasons for an event or development in the past. <i>1010674 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i> • INQ.K--2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. <i>1010677 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i> • INQ.K--2.16 Identify ways to take action to help address local, regional and global problems. • INQ.K--2.11 Construct explanations using correct sequence and relevant information. • INQ.K--2.15 Identify and explain a range of local, regional and global problems, and some ways in which people are trying to address these problems. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context. 	<p>K1 Important members of the school community and their roles and responsibilities</p> <p>K2 That differences that exist among members in communities</p> <p>K3 The importance of helping those members of a community with special needs</p> <p>K4 The different ways in which members can help their community</p> <p>K5 Vocabulary: citizen, citizenship, kindness, diversity, equality, traits, attributes, roles, responsibility, volunteer, leader, hero, role model, honor, award.</p>	<p>S1 identifying facts and concepts associated with a supporting question</p> <p>S2 comparing perspectives of leaders/heroes in the past to those in the present</p> <p>S3 explaining how all people, not just official leaders, play an important role in helping and improving the community over time</p> <p>S4 applying civic virtues when participating in school settings</p> <p>S5 explaining how scarcity necessitates people working together to help one another</p> <p>S6 gathering relevant information from one or two mentor texts</p> <p>S7 constructing explanations using correct sequence and relevant information</p> <p>S8 identifying and explaining a range of community problems, and some ways in which people are trying to address these problems</p>