



Grade K Unit 4 - Tiger Pride in the Madison Community

Unit Focus

In the final unit of the Kindergarten Social Studies course, students, as community members, are ready to explore Madison. This unit will begin with an investigation of what makes up a town community, including important services, buildings, resources, jobs/roles in town, and why they are important. Students will familiarize themselves with the geography of Madison, identifying and visualizing important features, locations, buildings, and other landmarks in the town community. This will help students to learn more about the resources and local environment. Areas such as Bauer Park or a Maple Syrup farm may be explored to understand the availability and responsible use of resources. Students will experience how and why Madison citizens are using, sharing, and protecting environmental resources and persevering special places.

As students gain a better understanding of the town of Madison and its history, different jobs, and resources will be explored. Students will be able to determine how a variety of Madison citizens contribute to the local economy. As students develop an appreciation for Pride in one's hometown, they will deepen their understanding of community. They will then be able to share this pride with others. By taking information and developing a clear summary argument to convince others, students will create a product which promotes a favorite place in Madison. This will reveal to their classmates their personal "Tiger Pride".

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--2.4 Make connections between supporting questions and compelling questions. <p>1010646 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</p> <p>1010647 Civics</p> <ul style="list-style-type: none"> • CIV.K.9 Describe how people have tried to improve their communities over time. <p>1010660 Geography</p> <ul style="list-style-type: none"> • GEO.K.1 Construct maps, graphs and other representations of familiar places. • GEO.K.3 Use maps, globes and other simple geographic models to identify cultural and environmental characteristics of places. • GEO.K.4 Explain how weather, climate and other environmental characteristics affect people's lives in places or regions. <p>1010665 History</p>	<p>T1 Analyze how geography impacts people and people impact geography (<i>Analyzing</i>)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Product Creation</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Humans impact and are influenced by their environment.</p> <p>U2 Understanding our personal history helps us to better understand ourselves and our broader connection to the past.</p> <p>U3 The effectiveness of an argument is based on its use of evidence and consideration of others' points of view.</p>	<p>Q1 How and why do Madison residents use resources?</p> <p>Q2 What is our town's history and how does it help us to better understand the past?</p> <p>Q3 How do I take information and create a clear summary?</p> <p>Q4 How do I develop an argument to convince others to see my point of view/course of action/conclusion?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
<p>K1 what a town is and how it represents and is represented by the</p>	<p>S1 making connections between compelling and supporting</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- HIST.K.2 Generate questions about individuals and groups who have shaped a significant historical change.
 - HIST.K.6 Identify the maker, date and place of origin for a historical source from information within the source itself.
- 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.
- 1010677 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION*
- INQ.K--2.12 Present a summary of an argument using print, oral and digital technologies.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

- townspeople.
- K2 the basic geographic features and recognizable landmarks in Madison
 - K3 The importance of resource use, conservation, and protection of the local environment
 - K4 the importance of pride in one's town and activities or examples that relate to pride in a community
 - K5 Vocabulary: town, pride, landmark, geography, environment, resource, preserve, reduce, reuse, recycle

- questions
- S2 generate questions about local historical figures that have shaped Madison's history
 - S3 identifying local historical markers and gaining information from their origin
 - S4 constructing representations of familiar places and using these models to identify cultural and environmental characteristics
 - S5 gathering relevant information from one or two sources
 - S6 presenting a summary of an argument