

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: Kindergarten
Unit Title: Citizenship: Working Together	Trimester: 1

Unit Summary: This unit explores responsibilities a kindergarten student has within the community around them. They will develop awareness about classroom rules and social skills in order to have a safe and friendly learning environment. Students will also understand that citizens of the United States share special symbols, songs and traditions.

- Program Understandings or Big Ideas:**
- **II. Time, Continuity, and Change:** Students will understand that significant people, events, and ideas influence the development of the world’s civilizations.
 - **V. Individuals, Groups, and Institutions:** Students will understand that individuals, groups, and institutions interact across time and culture to preserve or change societies.
 - **VI. Power, Authority, and Governance:** Students will understand that structures of government gain and exert authority over people and resources in positive and negative ways.
 - **IX. Global Connections:** Students will understand that the relations among nations, cultures, and global economies result in both interdependence and tensions.
 - **X. Civic Ideals and Practices:** Students will understand that the role of a citizen in a country and in the world involves rights and responsibilities.

Stage 1: Desired Results

Established Goals/Standards	Acquisition ↔ Meaning Making ↔ Transfer		
<p><u>MN Academic Standards in Social Studies:</u> 0.1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values. For example: <i>Civic skills—listening to others, participating in class discussions, taking turns, sharing with others,</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <td style="text-align: center; padding: 10px;">Transfer</td> </tr> <tr style="background-color: #fff2cc;"> <td style="padding: 10px;"> <p><i>Students will be able to independently use their learning to...</i> show understanding of citizenship by demonstrating social skills and following school and classroom rules.</p> </td> </tr> </table>	Transfer	<p><i>Students will be able to independently use their learning to...</i> show understanding of citizenship by demonstrating social skills and following school and classroom rules.</p>
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cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.

0.1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.

0.1.2.2.1 Describe symbols, songs and traditions that identify our nation and state.

For example: American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.

Meaning Making

UNDERSTANDINGS

Students will understand that...

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. individual and group interactions affect how we live, work and play together.
2. rules are created to help people live, work and play together.

Topical (Unit)

1. classroom rules help us work together.
2. when we are a kind friend we can learn and play together.
3. communities that work together share symbols and traditions.

ESSENTIAL QUESTIONS

Students will keep considering:

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. What does working together look like?
2. What is a friend?

Topical (Unit)

1. How do we work together?
2. How do rules help us?
 - What happens when we follow rules?
 - What happens when we don't follow rules?
3. How can I be a friend?
 - How do the choices I make affect my friends?
 - How do the choices I make affect me?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

- that citizens follow the laws of the United States.

Students will be able to...

What discrete skills and processes should students be able to use?

- demonstrate civic skills.
 - listen to others
 - participate in class discussions
 - take turns

- that rules in classrooms keep us safe and help us learn.
- people who live and work together follow rules (laws).
- people who live and work together share symbols and traditions.

Essential Vocabulary:

- respect
- responsibility
- honesty
- self-control
- friend
- cooperation
- community
- rules
- problem
- solution
- manners
- apology
- group
- symbol
- flag
- pledge

Common misunderstanding(s):

- Following rules make me “good”.
- Not following rules makes me “bad”.
- Rules always tell me not to do something.

- share
- show self-control
- identify examples of rules in the school community.
- explain why rules exist.
- describe what happens when rules are followed and when they are not.
- be a kind friend.