

## Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> Kindergarten
<b>Unit Title:</b> History: Families and Traditions	<b>Trimester:</b> Trimester 3

**Unit Summary:** Students will discover ways people learn about the past as they explore family history and traditions.

- Program Understandings or Big Ideas:**
- **I. CULTURE:** Students will understand that cultural expressions (e.g., customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
  - **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.

### Stage 1: Desired Results

<b>Established Goals/Standards</b>	<b>Acquisition ⇔ Meaning Making ⇔ Transfer</b>	
<p><u><a href="#">MN Academic Standards in Social Studies:</a></u></p> <p><b>0.4.1.1.1</b> Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example: Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.</i></p> <p><b>0.4.1.2.1</b> Describe ways people learn about the past. <i>For example: Learning from</i></p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> to describe how we can learn about the past, present and future.	
	<b>Meaning Making</b>	
	<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p><i>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?</i></p> <p><b>Overarching (Framework)</b></p>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering:</i></p> <p><i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p><b>Overarching (Framework)</b></p>

*elders, photos, artifacts, buildings, diaries, stories, videos.*

**0.4.2.4.1** Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.

**For example:** *How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.*

1. A person has an identity that is connected to his/her family traditions.
2. People change over time.

**Topical (Unit)**

1. Family traditions are passed on over time.
2. Words can reference time in historical stories.

1. How are people the same or different?
2. How do we learn about the past?

**Topical (Unit)**

1. How are families the same or different?
2. How do we learn about the past?

## Acquisition

***Students will know...***

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

- families have customs and practices.
- change happens over time that words can be used to reference time (today, tomorrow, yesterday, long ago...)

***Essential Vocabulary:***

- past
- present
- future
- now
- long ago
- custom
- traditions

***Common misunderstanding(s):***

- all people celebrate the same events
- A “past” experience happened long ago

***Students will be able to...***

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

- distinguish between past, present and future.
- discuss family traditions.
- compare and contrast family traditions.
- describe ways people learn about the past.