

## KINDERGARTEN: Social Studies Unit Plan

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <ul style="list-style-type: none"> <li>Standard - 5.1.K.A Explain the purpose of rules.</li> <li>Standard - 5.1.K.B Explain the need for rules.</li> <li>Standard - 5.1.K.C Define respect for self and others.</li> <li>Standard - 5.1.K.E Demonstrate responsibilities in the classroom.</li> <li>Standard - 5.1.K.F Identify significant American holidays and their symbols.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Know and understand the purpose and importance of rules in society</li> <li>Become informed about American holidays and their important symbols</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Rules are meant to keep people safe and to respect one another</li> <li>The importance of the symbols for our country's holidays and celebrations</li> <li>All people play different roles in the classroom and all students should learn to be respectful and kind</li> <li>How knowing the importance of rules impacts students' actions and consequences</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>Why are rules so important?</li> <li>What is the purpose of having rules in the classroom and society?</li> <li>What are the different responsibilities that students have in order to demonstrate a cohesive and functioning class?</li> </ul>
<b>Acquisition</b>		
<i>Students will know...</i> <ul style="list-style-type: none"> <li>Why every setting has rules</li> <li>How rules keep students safe</li> <li>The importance of respecting one another and themselves</li> <li>Their role in the classroom and why it is important</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Understanding the different rules for the classroom and their relevance</li> <li>Knowing why the rules in place are so important</li> <li>Understanding how to respect one another</li> <li>Recognizing symbols of different American holidays</li> </ul>	

Stage 2 - Evidence	
Making a collage of pictures for each significant holiday in America and their symbols- everytime students learn about a new symbol, they will	Students will tell the teacher reasons why they think rules are important before they learn anything. The teacher will write down their prior knowledge on paper and then at the end of the unit, they will cross out

<p>draw something that symbolizes their idea of that holiday. Students will save each picture and at the end of the unit, they will put all of the pictures together to make a collage of holidays and their symbols.</p> <p>Students will have discussions about respect and rules and they will draw their own social stories that relate to class discussions. Students may draw a picture that shows a rule being broken and the following consequences that would take place. Or, students may choose to draw a picture of a social situation and demonstrate the student's respect for one another and how that affects their self esteem.</p>	<p>ideas that are not relevant and they will add their ideas that they understand when the unit is over.</p>
<p>Students will choose a partner and perform a small skit in front of the class. They will demonstrate one scenario where the first student feels respected and another scenario where the second student disrespects the other and demonstrate consequences.</p> <p><b>AND</b></p> <p>Students will get together in small groups and share how the new rules have been effective to implement respect and safety in the classroom. They will share consequences if anyone has broken the rules throughout the unit.</p>	<p>Assessing whether or not students have a basis of understanding how rules are so important. The collaborative class paper of rules that the students edited will show whether or not the unit was understood. The main evaluation will be the skit, the students will be demonstrating what would happen if the classroom had no rules and how the rules have made the classroom more positive.</p> <p><b>AND</b></p> <p>The students will draw a scene of one of the American holidays that they studied and add the symbols that were discussed in class. They will explain their drawing to the class as a presentation at the end of the unit.</p>

### Stage 3 – Learning Plan

Name Mikayla Crawford Content Area Social Studies Grade Level Kindergarten

Duration of Time 20 minutes Subject/Lesson Topic American holidays and their symbols

**I. Lesson Overview:** Students will review many American holidays and the significance of symbols related to those holidays. Students will review the symbols of America and evaluate their importance and representation.

**II. Big Ideas and Essential Questions:**

What are some major American holidays?

What are some symbols that relate to American holidays?

What is the significance behind the symbols of each holiday celebrated in America?

**III. Instructional Objectives/Learning Targets:** Students will be able to identify American holidays and their symbols.

Learners will Identify images, pictures, songs, poems or items that are symbols of America.

Students will be able to create their own symbol and explain its significance.

**IV. Grade Level Common Core and/or PA State Standards:**

5.1.K.F Identify significant American holidays and their symbols.

**V. Vocabulary:**

Independence day- a day to celebrate the anniversary of national independence

Independence- freedom from the control of others

Declaration- official important statement about a situation

Thanksgiving day- a day to give thanks and celebrate the harvest festival celebrated by the pilgrims in 1621

Feast- a large high quality meal for many people

Labor Day- a holiday dedicated to American workers

Christmas day- a religious holiday for Christians celebrating Jesus' birth, but also a time to appreciate loved ones

Memorial day- a day to remember fallen soldiers who fought for our freedom

Veterans day- a day to honor U.S. soldiers and veterans, anniversary of the end of WW1

**VI. Materials/Resources:** sticky notes, pencils, white board, dry erase marker

**VII. Classroom arrangement:** Students will be at their desks facing the teacher and when it is time to review, students will stand up and place their sticky note drawing on the white board.

## **VIII. Instructional Process:**

### **A. Introduction/Anticipatory Set:**

- a. Students will be expected to share prior background knowledge, stay seated unless otherwise instructed, and be quiet and focused in their seats
- b. I will ask students what holidays they celebrate with their families and we will talk about their responses

### **B. Developmental Activities:**

- a. Teacher will review each American holiday with the students and make a category for each holiday on the white board
- b. Teacher will write symbols of each holiday under its category and leave room below for students to place their sticky notes
- c. Teacher will review the holidays and symbols

### **C. Closure:**

- a. Teacher will hand one sticky note to each student and ask them to choose a symbol written on the white board and draw a picture of it
- b. Students will be instructed to place their sticky notes in the appropriate category on the white board when they finish their drawings
- c. Teacher will review students drawings and categories that they belong in

## **IX. Management Plan:**

### **A. Universal Design for Learning:**

Provide worksheets for students to draw each holiday's symbols under the holiday-visual learners

Students can create a small project to demonstrate a holiday of their choosing with a "shoebox project" that includes multiple symbols from their chosen holiday-kinesthetic learners

Students can create a song about a holiday of their choosing and present it or record it for the class-auditory learners

### **B. Two Classroom Management Issues Present:**

If students are distracted and talk throughout the lesson, they will be moved to another seat. But in order to be proactive about this situation, I will cold call students so that they will be focused during class. I will also assign seats to students so that they are not seated near people they will speak to during class.

I will instruct the students to sit down in their seats directly after they place their sticky notes on the board. However, if chaos breaks out when the students are told to stick their sticky notes on the board and they don't sit back down, I will instruct students to sit down again and ensure that students have a limited amount of time to complete their sticky note and be back in their seats. If the students still don't sit down, then I will begin going over the sticky notes as a que for them to find their seats.

### **X. Formative/Summative Assessment:**

**A. Formative:** Students contribute to class conversation about their family traditions and symbols that relate to each holiday. They should understand each symbol and how it relates to the importance of each American holiday. The sticky notes will help the teacher assess if they understand the symbols for each specific holiday and can explain their importance.

**B. Summative:** Students will have to write a sentence about the meaning of the symbol they chose with a picture of the symbol, and which American holiday that symbol goes with. The teacher will call students to her desk to ask them about their symbol and make sure that they can understand its importance and explain its relevance.

### **C. Potential barriers to access instruction and learning:**

Students not being able to read the board, teacher can read it to the students and remind them which holiday includes specific symbols.

## Stage 3 – Learning Plan (2)

Name Mikayla Crawford Content Area Social Studies Grade Level Kindergarten

Duration of Time 30 minutes Subject/Lesson Topic Principles and Documents of Government

**I. Lesson Overview:** Students will define respect for self and others.

### **II. Big Ideas and Essential Questions:**

How can I respect my classmates?

When are negative consequences necessary and how do I learn to accept them?

How do social stories relate to respect and rules in the classroom?

What are some rules in the classroom that enforce respect for all students?

### **III. Instructional Objectives/Learning Targets:**

Students will identify ways to implement respect for their peers.

Students will participate in social stories.

Students will engage in conversations about classroom respect.

### **IV. Grade Level Common Core and/or PA State Standards:**

5.1.K.C Define respect for self and others

### **V. Vocabulary:**

Respect- caring for the feelings, wishes, rights, or traditions of others

Rules- a set of explicit regulations governing the conduct of a group or individual

Consequence- result of a negative action

**VI. Materials/Resources:** carpet for students to sit on, social story print outs, videos of social stories, scenario sheets

**VII. Classroom arrangement:** Students will be seated at the carpet in a circle, all facing the easel with the social story pictures and the smart board where the videos will be played. Teacher will be seated on carpet where all students can see. Students will look at a print out of a large social story that will also be set on the easel.

**VIII. Instructional Process:**

**A. Introduction/Anticipatory Set:**

- a. Teacher will conduct a conversation about respect and the appropriate way to treat their peers
- b. Students will be expected to stay seated at the carpet in a circle and raise their hands to share their ideas about how to respond in given social situations

**B. Developmental Activities:**

- a. Teacher will review the importance of respect and value in the classroom with students
- b. Teacher will share the social stories with students and ask for their input on solutions for the story and talk about the consequences of the situation that could have occurred if the characters chose the wrong solution
- c. Teacher will ask students their ideas about how they would like to be treated and how they should treat one another with kindness and respect

**C. Closure:**

- a. Teacher will write their ideas about respect and ways to treat one another on the white board and every student will be required to share ideas for solutions in each social situation and what they should do to respect the students involved
- b. Students will role play with one another, one of the students will pretend to struggle with a social situation (bullying, an unkind student, etc.) The other student will have to produce a solution to solve the problem and help the first student feel respected, this will happen in partners on the carpet.

**IX. Management Plan:**

### **A. Universal Design for Learning:**

Students who are visual learners will get to see the social story sheets and videos of scenarios.

Students who learn through experience can role play with partners and experience how to treat each other with respect while coming up with rules for the classroom.

Students who learn by writing will get to write notes as a class about how important it is to be respected and valued by their peers.

### **B. Two Classroom Management Issues Present:**

Before students sit on the carpet, I will remind them to stay seated. If students do not stay seated on the carpet, I will remove them from the circle and ask them to sit at their desk or I will have them bring their chair to the carpet and stay in the circle.

Students may not understand the concept of role play learning, they can understand the material based off of the examples on the social stories. If students still don't understand the concept, the teacher will provide examples of situations where it is important for a student to respect others.

### **X. Formative/Summative Assessment:**

**A. Formative:** Teacher will assess students' learning based on their classroom conversations about respect for one another and their role play conversations with one another.

**B. Summative:** Teacher will assess the reactions of students while they respond to social stories and explain how they can treat one another better by providing examples that may occur in class.

### **C. Potential barriers to access instruction and learning:**

Students may find it hard to focus if they are seated on the carpet, in this case they will have to move to their seats.

Students may not understand the social story pictures, the teacher can play a scenario video for them to help them understand the story and solution better.

## **Stage 3 – Learning Plan (3)**

Name Mikayla Crawford Content Area Social Studies Grade Level Kindergarten

Duration of Time 30 minutes Subject/Lesson Topic Explain the Need for Rules



**I. Lesson Overview:** Students will explain and understand the need for rules.

**II. Big Ideas and Essential Questions:**

What are some rules that we can implement in our classroom to enforce safety, respect, and a healthy learning environment?

How can we enforce rules in our classroom?

What consequences should be in place when students don't obey the rules?

**III. Instructional Objectives/Learning Targets:**

Students will identify and create rules for the classroom together.

Students will create consequences to put in place for when the rules are broken.

Students will engage in conversations about classroom rules and their importance.

**IV. Grade Level Common Core and/or PA State Standards:**

5.1.K.B Explain the need for rules

**V. Vocabulary:**

Respect- caring for the feelings, wishes, rights, or traditions of others

Rules- a set of explicit regulations governing the conduct of a group or individual

Consequence- result of a negative action

Safety- being protected from risks of danger

**VI. Materials/Resources:** white board, white board marker, large roll of paper, pen, carpet for students to sit on

**VII. Classroom arrangement:** Students will be seated at the carpet in a circle, all facing the white board and roll of paper on the easel. Teacher will be seated on carpet where all students can see.

**VIII. Instructional Process:**

**A. Introduction/Anticipatory Set:**

a. Students will be expected to share their input on rules in the classroom and help the teacher come up with a new set of rules and a class contract.

b. Students will be expected to stay seated at the carpet in a circle and raise their hands to share their ideas.

**B. Developmental Activities:**

a. Teacher will review the importance of rules in the classroom and the importance of why they have them to protect students and encourage learning

b. Teacher will ask students their ideas about new rules that they could make to ensure respect for themselves and one another

**C. Closure:**

a. Teacher will write the students' ideas on the white board and every student will be required to share ideas for new rules and consequences

b. Teacher will narrow down ideas with students so that they come up with three ideas and the teacher will write those three rules on a sheet of paper that will be hung in the classroom

c. Each student will sign the paper with their expectations on it and it will be hung so that they can be accountable for respecting one another, serving as a "classroom contract"

**IX. Management Plan:**

**A. Universal Design for Learning:**

Students who are visual learners will get to read the contract.

Students who learn by writing will get to copy down the new rules for the class and get to sign their paper stating the rules for respect.

**B. Two Classroom Management Issues Present:**

Students may not agree on rules, the teacher gets the final say for the most important rules to implement in the classroom. If the students still argue about the rules, the teacher will remind students that they had a chance to express their opinion and it is important to go with rules that most students agree on.

Before students begin classroom discussion, students will be reminded that we are coming up with the rules as a class. If students do not participate in classroom discussions then I will remind students how important their input is and I will use a popsicle cup with each name on a stick until every student shares.

**X. Formative/Summative Assessment:**

**A. Formative:** Teacher will assess students' learning based on their classroom conversations about rules and for their classroom.

**B. Summative:** Teacher will assess the rules that the students have made and ensure that they implement classroom respect and mutual care.

**C. Potential barriers to access instruction and learning:**

Students may find it hard to focus if they are seated on the carpet, in this case they will have to move to their seats.

Students may not understand how the class is creating their own rules. The teacher will provide examples of rules that other classrooms use and encourage students that the rules will be easier to follow if they come up with their own.