

# KINDERGARTEN COMMUNITIES: UNIT 2

## CONCEPTS AND EN DURING UNDERSTANDINGS:

**Unit:** Communities

**Time Frame:** Four Weeks

**Key Concepts:** community, citizen, goods and service, production, wants and needs, leaders, voting, symbols, Engineering Design Process

## ESSENTIAL QUESTION: What makes a successful community?

**Great Idea:** A community is a group of people living in the same area or having a particular interest in common. All people play important roles in a community. In a successful community, citizens' work together to solve problems and provide goods and services to meet its members wants and needs. Citizens carefully choose a leader to help their community run efficiently. A community creates and relies on symbols to make sense of the world around them.

## GUIDING QUESTIONS:

### 1. What are the essential parts of a community?

- Define community and compare types of communities.
- Compare types of communities.
- Identify benefits of being part of a community.
- Recognize symbols of our country.
- Create symbols of our country.
- Recognize symbols of a community.
- Create an essential building of a community.
- Create a successful community.

### 2. Who are the important members of a community?

- Define a citizen.
- Recognize and record community members who protect American citizens.
- Match or create a community member who provides for the community.
- Dramatize the jobs of community members who care for the community.
- Identify who a leader is and determine the qualities of a good leader.

### 3. How do citizens work together to solve problems?

- Use the Engineering Design Process to identify a community problem.
- Vote to resolve a community problem.
- Identify and sort community citizens according to their services.
- Match common producers to the goods they produce.
- Utilize a production line to produce a good.
- Differentiate wants and needs.
- Determine wants and compare how wants differ from basic needs

## Lesson Sequence

### **Students will:**

1. Define a citizen.
2. Define and compare types of communities.
3. Identify who a leader is and determine the qualities of a good leader.
4. Identify and sort community citizens according to their services.
5. Recognize and record community helpers who protect American citizens.
6. Match or create a community member who provides for the community.
7. Dramatize the jobs of community members who care for the community.
8. Identify basic needs.
9. Differentiate wants and needs.
10. Match common producers to the goods they produce.
11. Utilize a production line to produce a good.
12. Identify benefits of being part of a community.
13. Utilize the Engineering Design Process to identify a community problem.
14. Vote to resolve a community problem.
15. Recognize and create symbols of our country.
16. Recognize symbols of a community.
17. Summative Assessment- Create a successful community.

## CONTENT STANDARDS

<b>Next Generation Science Standards</b>
<b>K. Earth's Systems</b> <a href="https://www.nextgenscience.org/dci-arrangement/k-ess2-earths-systems">https://www.nextgenscience.org/dci-arrangement/k-ess2-earths-systems</a>
<b>K-ESS2-2.</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
<b>K. Earth and Human Activity</b> <a href="https://www.nextgenscience.org/dci-arrangement/k-ess3-earth-and-human-activity">https://www.nextgenscience.org/dci-arrangement/k-ess3-earth-and-human-activity</a>
<b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
<b>K-ESS3-3.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

## Social Studies

[https://marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/Kinder garten.pdf](https://marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/Kinder%20garten.pdf)

**1.0 Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.**

**A.1.a.** Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe.

**A.1.b.** Recognize rules help promote fairness, responsible behavior, and privacy.

**A.2.a.** Identify common symbols, such as the American Flag, and Statue of Liberty.

**A.2.b.** Recognize that saying the Pledge of Allegiance and singing "The Star-Spangled Banner" are practices associated with being a citizen.

**B.1.a.** Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president.

**B.1.b.** Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day.

**C.1.a.** Describe the roles, rights, and responsibilities of family members.

**C.1.b.** Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers.

**C.1.c.** Identify and describe rights, and responsibilities in the classroom and family.

**2.0 Peoples of the Nation and World: Students will understand how people in Maryland, the United States and around the world are alike and different.**

**A.1.a.** Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.

**A.1.b.** Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique.

**C.1.a.** Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school

**3.0 Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.**

**B.1.c.** Using photographs and pictures, recognize human-made features as modifications people have made to the land.

**B.1.d.** Identify human-made features, such as buildings, sidewalks, streets, and bridges.

**D.1.a.** Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather.

**D.1.b.** Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.

**4.0 Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.**

**A.1.a.** Explain that goods are things that people make or grow.

**A.1.b.** Identify situations where people make choices.

**A.2.a.** Recognize workers as human resources.

**A.2.b.** Describe some jobs and what is required to perform them.

A.2.c. Recognize that natural resources, such as water, trees, and plants are used to make products.
B.1.a. Describe how buyers and sellers make exchanges at the market.
<b>5.0 History: Students will use historical thinking skills to understand how individuals and events have changed society over time.</b>
A.2.b. Tell about people in the past using informational text and features.
A.2.c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community.
<b>6.0 Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.</b>
<b>Developing Questions &amp; Planning Inquiries</b>
A.1. Identify a disciplinary topic that requires further study.
A.2. Identify possible questions for inquiry into the topic.
A.3. Identify key disciplinary concepts and facts associated with the compelling questions.
B.1. Construct supporting questions that connect with the compelling question.
B.2. Identify key disciplinary concepts and facts associated with the supporting questions.
C.1. Identify the kinds of sources that will be helpful in answering the compelling or supporting questions.
<b>Applying Disciplinary Concepts &amp; Tools</b>
<b>Civics</b>
B.1. Apply civic dispositions and skills when working with others.
B.2. Apply civic dispositions and skills when participating in school settings
B.3. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
B.4. Compare their own point of view with others' perspectives.
<b>Geography</b>
A.1. Construct maps, graphs, and other representations of familiar places.
A.2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
A.3. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
<b>History</b>
A.1. Create a chronological sequence of multiple events.
A.2. Compare life in the past to life today.
A.3. Generate questions about individuals and groups who have shaped a significant historical change.
C.1. Identify different kinds of historical sources.
C.2. Explain how historical sources can be used to study the past.
C.3. Identify the maker, date, and place of origin for a historical source from information within the source itself.
<b>Evaluating Sources &amp; Using Evidence</b>
A.1. Gather one or two sources that may be relevant to the task.
A.2. Describe the source's origin and type.
A.3. Evaluate a source by distinguishing between fact and opinion.

A.4. Identify relevant information contained in the sources.
B.2. Develop a claim in response to a compelling question.
<b>Communicating and Critiquing Conclusions &amp; Taking Informed Action</b>
A.1. Construct an argument with reasons.
A.2. Construct explanations using correct sequence and relevant information.
A.3. Present a summary of an argument using print, oral, and digital technologies
B.1. Ask and answer questions about arguments.
B.2. Ask and answer questions about explanations.
C.1. Identify and explain local problems and some ways in which people are trying to address these problems.
C.2. Identify ways to take action to help address local problems.
C.3. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom.

<b>Reading English Language Arts</b>
<a href="https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf">https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf</a>
<b>Reading: Literature</b>
<b>Key Ideas and Details</b>
RL.K.1. With prompting and support, ask and answer questions about key details in a text.
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>Craft and Structure</b>
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

<b>Integration of Knowledge and Ideas</b>
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>Range of Reading and Level of Text Complexity</b>
RL.K.10. Actively engage in group reading activities with purpose and understanding.
<b>Reading: Informational Text</b>
<b>Key Ideas and Details</b>
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.3. Analyze how and why individuals, events, and ideas develop and interact over the course of text.
<b>Craft and Structure</b>
RI.K.4. Ask and answer questions about unknown words in a text.
<b>Integration of Knowledge and Ideas</b>

**RI.K.7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Range of Reading and Level of Text Complexity**

**RI.K.10.** Read and comprehend complex literary and informational texts independently and proficiently.

**Reading: Foundational Skills**

**Print Concepts**

**RF.K.1.a.** Follow words from left to right, top to bottom, and page by page.

**Writing**

**Texts Types and Purposes**

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Research to Build and Present Knowledge**

**W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**

**Comprehensions and Collaboration**

**SL.K.1.a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).

**SL.K.1.b.** Continue a conversation through multiple exchanges.

**SL.K.2.** Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Presentations of Knowledge and Ideas**

**SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional details.

**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

**Conventions of Standard English**

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

**L.K.5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**L.K.5.c.** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and

responding to texts.

### **Health**

[https://marylandpublicschools.org/about/Documents/DCAA/Health/Health\\_Education\\_Frame\\_work\\_July\\_2022.pdf](https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Frame_work_July_2022.pdf)

#### **Standard 1.0 Mental and Emotional Health**

**A.1.a.** Demonstrate positive communication among peers.

**E.1.a.** Identify character traits contributing to your uniqueness.

**E.1.b.** Identify actions to make a friend.

### **Physical Education**

#### **Standard 6.0 Social Psychological Principles**

**C.1.a.** Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.

### **Theatre**

<https://www.marylandpublicschools.org/programs/Documents/Fine-Arts/Theatre+Standards+Grades+P-12.pdf>

#### **Perceiving and Responding: Aesthetic Education**

**1.1.c.** Explore roles and behaviors associated with different professions.

### **Visual Arts**

<https://www.marylandpublicschools.org/programs/Documents/Fine-Arts/Visual+Art+Standards+Grades+P-12.pdf>

#### **Creative Expression and Production**

**3.1.c.** Create artworks that explore the uses of color, line, shape, and texture to express ideas and feelings.

## FAMILY NEWSLETTER



Dear Families,

We are beginning a new social studies and science unit called *Communities*. In this unit, your child will learn that a community is a group of people living in the same place or having a particular characteristic in common. In a successful community, citizens work together to solve problems and provide goods and services in order to meet its members wants and needs. Citizens carefully choose a leader to help their community run efficiently. **Please send in store circulars that we can cut and use as part of our classroom instruction.**

Here are some ideas you can do to enrich your child during this unit:

- Make a map/model of your neighborhood or community together:
  - Include places of importance to your community such as the school, library, post office
- Identify important community leaders such as county executive, principal, police officer
- Take a family field trip to the local police or fire department
- Talk about an appropriate community problem that your family has experienced. Discuss how the problem was solved. Did you rely on community helpers? Did you consult with community leaders?
- Discuss community helpers that serve you directly, for example, the mailman or the sanitation workers. Have your child create a thank you card for them
- On a drive, have your child tally how many American flags he/she sees
- Discuss voting with your child. Take a family vote to decide which game to play.

Please enjoy exploring your community with your child and thank you for your partnership in learning.

Your Child's Kindergarten Teacher,