

Kindergarten	Unit 1: Community Helpers		Suggested Length: 3
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> <li>1. What is a community?</li> <li>2. Who are the community helpers?</li> <li>3. What roles do community helpers play?</li> <li>4. What skills do community helpers need to know?</li> <li>5. Where in the community do I go for help?</li> </ol>	<p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).</li> </ul>	<ul style="list-style-type: none"> <li>❑ Citizen</li> <li>❑ Democratic</li> <li>❑ Government</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read or listen to stories about the different community helpers and their roles. (summarizing) SS-EP-1.1.1 DOK 1</li> <li>❑ Take a walk around the community and point out different helpers with oral presentations by employees within the community. (comparing and classifying) SS-EP-1.1.1 DOK 1</li> <li>❑ Create a semantic map of the community. (non-linguistic representation) SS-EP-1.1.1 DOK 2</li> <li>❑ Identify what a librarian does after listening to Mrs. Simons, identify what a nurse does after listening to Mrs. Figgins, and identify what a principal does after listening to Mrs. Hopper (comparing and classifying) SS-EP-1.1.1 DOK 1</li> <li>❑ Create a Venn diagram to compare and contrast the roles of a principal and a school nurse (Identifying similarities and differences) SS-EP-1.1.1 DOK 2</li> <li>❑ Learn songs and poems about community helpers. SS-EP-1.1.1 DOK 1</li> <li>❑ Share jobs that their parents do after completing an interview activity sheet. (homework and practice) SS-EP-1.1.1 DOK 1</li> <li>❑ Role-play jobs of community helpers with the use of costume props. SS-EP-1.1.1 DOK 1</li> <li>❑ Arrange a presentation involving a drawn picture and a prop that describes what their parents do for a living. SS-EP-1.1.1 DOK 1</li> <li>❑ Design a brochure depicting a chosen community helper. (This will assess their knowledge of community helpers and their career choice.) SS-EP-1.1.1 DOK 1</li> </ul>

Kindergarten	Unit 2: Personal Health and Safety		Suggested Length: 2
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> <li>1. Why are rules necessary?</li> <li>2. What rules do we have in school?</li> <li>3. How do rules keep us safe, happy, and healthy?</li> <li>4. What are the four basic needs?</li> <li>5. How do families provide for basic needs?</li> <li>6. Are wants necessary to live?</li> <li>7. What is the difference between needs and wants?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>GC1 Recognize and understand the need for rules within the home and school setting.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</li> <li><input type="checkbox"/> <b>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rules</li> <li><input type="checkbox"/> Responsibilities</li>   <li><input type="checkbox"/> Citizen</li> <li><input type="checkbox"/> Democratic</li> <li><input type="checkbox"/> Government</li> <li><input type="checkbox"/> Belief</li> <li><input type="checkbox"/> Custom</li> <li><input type="checkbox"/> Patriotic</li> <li><input type="checkbox"/> Tradition</li>   <li><input type="checkbox"/> Compromise</li> <li><input type="checkbox"/> Prejudice</li> <li><input type="checkbox"/> Cooperation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to the nursery rhyme, “Mary Had a Little Lamb”, and discuss the meaning of rules and consequences. (non-linguistic representation) GC1 DOK 1</li> <li><input type="checkbox"/> List and discuss daily the classroom rules. GC1 DOK 1</li> <li><input type="checkbox"/> Draw a picture depicting a classroom rule that they feel is important to the function of the classroom. (non-linguistic representation) GC1 DOK 1</li> <li><input type="checkbox"/> Play the game “Duck, Duck, Goose” following the correct game rules. Role play a version of the game without rules and observe the confusion that results from not following the rules. (non-linguistic representation) GC1 DOK 1</li> <li><input type="checkbox"/> Participate in a circle activity in which they identify rules pertaining to specific words. GC1 DOK 1</li> <li><input type="checkbox"/> Role-play rules used on the playground to emphasize how they keep us safe. Activity sheets (comparing and contrasting) GC1 DOK 1</li>   <li><input type="checkbox"/> Generate questions about patriotism, flags, and other national symbols. SS-EP-1.3.1 DOK 1</li> <li><input type="checkbox"/> Prepare and label drawings for an individual book about national symbols. Dictate or write sentences to describe their drawings. Think of and write a title to complete the class books about patriotism. SS-EP-1.31 DOK 1</li>   <li><input type="checkbox"/> Generate questions about teamwork. SS-EP-2.31 DOK 1</li> <li><input type="checkbox"/> Help write a play based on a story about teamwork and perform the play during a workshop. SS-EP-2.31 DOK 1</li> </ul>

Kindergarten	Unit 2: Personal Health and Safety		Suggested Length: 2
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li>❑ <b>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, and clothing). DOK 1</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Needs</li> <li>❑ Wants</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read and summarize a story emphasizing needs of a family. SS-EP-4.4.1 DOK 1</li> <li>❑ Read and summarize a fictional story, which will introduce wants, contrasting this to needs. (comparing and contrasting) SS-EP-4.4.1 DOK 2</li> <li>❑ Using the Four Square Writing method illustrate the four basic needs. SS-EP-4.4.1 DOK 2</li> </ul>