

UNIT 1

Course: Language Arts/Social Sciences/SEL	Grade Level: Kindergarten
Unit Title: A Caring Community of Learners	Length of Unit: Approximately 6 weeks
Unit Summary: In this foundational unit, students will strengthen their sense of self and explore the importance of getting along with others. Play-based lessons should allow adequate time for students to develop concepts and make connections. Students will begin by exploring ways in which they are alike and different from one another and they will begin to identify their roles in creating secure and stable communities. Through discussions and a variety of activities, students will come to understand the role of rules and expectations in their communities and they will also explore what it means to be a responsible member of their communities. Students will listen to and engage with a wide range of texts in order to engage in discussions and demonstrate an understanding of what was read. Students will communicate a story through speaking, drawing and writing. This unit also sets the foundation for year-long observations of weather conditions and patterns. Students will keep science journals of temperature, weather, and seasonal changes in plants and animals.	
SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify and perform roles that contribute positively to the classroom.	
<i>This unit points out where certain KIDS measures can be easily assessed; however, all 21 KIDS measures should be assessed three times a year.</i>	
Stage 1- Desired Results	
STANDARDS/KIDS Priority: Social Sciences: SS.CV.1.K: Describe roles and responsibilities of people in authority. SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.	Transfer
	<i>Students will be able to independently use their learning to...</i> TG1: Be a safe, respectful and responsible member of the classroom/school and home communities. TG2: Engage in discussion about the stories they have heard and demonstrate an understanding of basic concepts of print.

<p>SS.IS.6.K-2: Use listening, consensus building, and voting procedures or decide on and take action in their classroom.</p> <p>KIDS: ALT-REG 1: Child explores the environment in increasingly focused ways to learn about people, things, materials and events.</p> <p>Language Arts: RL.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1: Demonstrate understanding of the basic features of print</p> <p>W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</p> <p>KIDS: ALT-REG 3: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p> <p>LLD 4: Child engages in back-and-forth communication that develops into increasingly extended conversations</p>	TG3: Communicate a story through speaking, drawing and writing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: When we use nice words with others and when we pay attention to how we treat others, we create a respectful community.</p> <p>EU2: Rules and expectations help keep the classroom a safe place to learn.</p> <p>EU3: Listening, following directions, staying on task, focusing attention and being assertive are skills for learning.</p> <p>EU4: When we talk about stories, we begin to understand the stories better.</p> <p>EU5: We tell stories to make people laugh, to help people learn, or to explain something.</p> <p>EU6: When everyone takes on a role that contributes to the community, there is a positive experience for all.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How do we create a respectful classroom? <i>What is my role in creating a respectful classroom?</i></p> <p>EQ2: How do we create a safe classroom? <i>What is my role in creating a safe classroom?</i></p> <p>EQ3: Why is listening and following directions important?</p> <p>EQ4: Why do we talk about stories we have heard/read?</p> <p>EQ5: Why do people tell, draw, or write stories?</p> <p>EQ6: How can I positively contribute to my classroom community?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p>	<p>Year-Long English/Spanish “I can” statements</p> <p><i>Students will be skilled at...</i></p>

<p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>KIDS: ALT-REG 2: Child increasingly develops strategies for regulating feelings and behaviors, becoming less reliant on adult guidance over time.</p> <p>ALT-REG 4: Child develops the capacity to share the use of space and materials with others.</p> <p>SED 2: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.</p> <p>SED 4: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p> <p>Supporting: Science:</p>	<p>Social Sciences K2: There are different positions of authority</p> <p>K3: Rules serve an essential function in different settings.</p> <p>K4: Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time; people measure these conditions to describe and record the weather.</p> <p>Language Arts K5: Features of print</p> <p>K6: Reading foundational skills</p> <p>K7: Reading strategies</p> <p>K8: The elements of narrative writing</p> <p>K9: The writing process</p> <p>SEL K10: Expectations and routines of the classroom</p>	<p>Social Sciences S1: I can describe roles and responsibilities of authority figures.</p> <p>S2: I can explain the need for rules (in various settings).</p> <p>S3: I can explain how choices are made because of scarcity. (I realize I cannot have everything that I want.)</p> <p>S4: I can ask and answer questions about arguments and explanations.</p> <p>S5: I can use listening, consensus building, and voting procedures to make a decision and take action.</p> <p>Language Arts/Digital Literacy S6: I can actively engage in group reading activities with purpose and understanding.</p> <p>S7: I can demonstrate a basic understanding of the basic features of print.</p> <p>S8: I can use a combination of writing, dictating, and writing to narrate a story about one or more events and provide a reaction for this.</p> <ul style="list-style-type: none"> • I can tell the events in the order they happened. <p>S9: I can use technology responsibly. (Info/Dig Lit Goal 1)</p>
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<p>K-EES2-1: Use and share observations of local weather conditions to describe patterns over time.</p> <p>KIDS:</p> <p>SED 3: Child develop close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>		<p>S10: I can recognize that people have a viewpoint different from mine (Info/Dig Lit Goal 1)</p> <p>S10: I can choose a book/resource that interests me and respects others' choices. (Info/Dig Lit Goal 2)</p> <p>S11: I can solve a problem with a group. (Info/Dig Lit Goal 3)</p> <p>SEL</p> <p>S11: I can identify roles in the classroom.</p> <p>S12: I can contribute positively in my classroom and in my family.</p>