

SOCIAL STUDIES CORE UNITS

Course Title: MYSELF, MY FAMILY AND SCHOOL

Grade Level: K

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UNIT TITLE plus suggested time allotment	CORE TOPICS Major topics included in this unit	UNIT BENCHMARKS What do you want students to: know, do, be like?	SUGGESTED ASSESSMENTS How will you know if benchmarks have been achieved?	POSSIBLE RESOURCES What possible instructional resources could be used?
<p>MYSELF</p> <p>Emphasis on first month of school year . . . then, ongoing throughout the year</p>	<p>Physical Characteristics</p> <p>Feelings</p> <p>Self-concept</p> <p>Likes/Dislikes</p>	<ol style="list-style-type: none"> 1. Identify physical characteristics of self 2. Describe/recognize feeling 3. Develop a positive self-concept 4. Recognize/demonstrate a variety of appropriate and acceptable ways of dealing with feelings 5. Recognize that feelings or emotions change 6. Recognize their own uniqueness and special talents 	<ol style="list-style-type: none"> 1. Point out self photo 2. Draw a self-portrait 3. Make an eye graph 4. Make a hair color graph 5. Orally express feelings; teacher observation; poster (from magazine, pictures); point to pictures that illustrate their feelings 6. Take care of own personal needs in classroom; compile chart and graph of needs vs. wants 	<p>Technology</p> <p>Multimedia</p> <p>Print Material</p> <ul style="list-style-type: none"> • <i>Big Sarah's Little Boats</i> • <i>Is This You?</i> • <i>"If You're Happy . . . "</i> (song) • <i>Our Favorite</i> • <i>I Like Me</i> (Nancy Carlson) • <i>Is This You?</i> (Scholastic) • <i>On Monday When It Rained</i> (Cheryl Kachenmeister) • <i>Geraldine's Blanket</i> (Holly Keller) • <i>William the Vehicle King</i> (Laura Newston) • <i>I Like Books</i> (Anthony Browne) • Michigan Model - Food Unit <p>Miscellaneous</p> <ul style="list-style-type: none"> • Timelines • Self-puppet paper bag • Mirrors • Paper People • Student of the Week poster • "ME" books • Class book of favorite things (choose topics) • Mural of "Things I Like" (places, colors, seasons, etc.) • Oral Sharing Time • Doll House • Block Cars • Rug Map • Duplo Community • Flannel Board • Puzzles <p>Field Trips</p> <ul style="list-style-type: none"> • Supermarket • Post Office

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<p>MYSELF & OTHERS (Friends)</p> <p>Intensely for 1 month</p> <p>Then, ongoing throughout year</p>	<p>We're Alike We're Different</p> <p>Feelings</p> <p>Problem Solving Conflict Resolution</p> <p>Making Friends</p> <p>Respecting Others/ Manners</p> <p>Sharing/Waiting Your Turn</p> <p>Listening</p> <p>Community Helpers</p>	<ol style="list-style-type: none"> 1. Explain that people have same characteristics, but are unique (Democratic Values) 2. Recognize that we all have the same basic feelings 3. Demonstrate correct beginning techniques of conflict resolution 4. Demonstrate skills necessary to begin new friendships (Democratic Values) 5. Demonstrate manners in daily living 6. Offer to share (Economics) 7. Name community helpers and describe their jobs (Economics) 	<ol style="list-style-type: none"> 1. Graph physical characteristics; T-Graph 2. Demonstrate an awareness and acceptance of the feelings of others 3. Work on puzzles together; role playing 4. Solve classroom conflict 5. Role playing; teacher observation 6. Ask for help when needed 7. Match helpers with their tools, uniforms and work environments 8. Role playing 	<p>Technology</p> <p>Multimedia</p> <p>Print Materials</p> <ul style="list-style-type: none"> • <i>The Other Emily</i> • <i>Boy, Was I Mad</i> • <i>Alexander the Terrible, Horrible, No Good, Very Bad Day</i> • <i>Trouble With Friends</i> • <i>Will I Have A Friend?</i> • <i>Ira Sleeps Over</i> • <i>May I Bring A Friend?</i> • <i>Chester's Way</i> • <i>Scholastic's Banner Program</i> <p>Miscellaneous</p> <ul style="list-style-type: none"> • Math-Attribute • Sorting • Masks • Posters (Michigan Model) • Puppets

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MYSELF AND FAMILY November-December	Family Members Where Families Live	1. Identify immediate family members 2. Describe a variety of family types <u>Geography</u> 3. Recite address, phone number 4. Describe various places people live 5. Make simple maps 6. Identify immediate family members	1. Drawing of family tree 2. Graph number of family types 3. Drawing; blocks representing houses 4. Recite phone number and address 5. Act out different situations demonstrating the role of family members 6. Class book; graph 7. Bring photos from home to show concept of "family"	Technology Multimedia Print Material <ul style="list-style-type: none"> • <i>Daniel's Dog</i> • <i>Tar Roof</i> • <i>Quilt Story</i> • <i>Love You Forever</i> • <i>Me Too!</i> (Mercer Mayer) • <i>Peter's Chair</i> (Keats) • <i>My Mom Travels A Lot</i> (Caroline Bauer) • Holiday books • Culture/Tradition books • Michigan Model • Scholastic Banners #6 Miscellaneous <ul style="list-style-type: none"> • Student of the Week poster • Blocks • Legos

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<p>MYSELF AND SCHOOL</p> <p>Ongoing from Day 1</p>	<p>The Classroom as a Community</p> <p>School as a Community</p> <p>School Helpers (Principal, Secretary, Custodians, Cooks, Aides, Bus Drivers)</p>	<ol style="list-style-type: none"> 1. Describe rules which help groups function (cooperation, turn taking, problem solving, fairness) (Civics) 2. Explain why we have rules 3. Recognize helper jobs and duties 4. Observe rules in school and on playground (Civics) 5. Name, visit, and describe jobs of school helpers (Geography) 6. Recite name, address, phone number (Geography) 	<ol style="list-style-type: none"> 1. Role play situations 2. Observations during different classroom situations 3. List rules for acceptable/ appropriate behavior 4. Identify helpers role play 5. Recite name, phone number and address 6. Recognize first and last name in print 	<p>Technology</p> <p>Multimedia</p> <p>Print Material</p> <ul style="list-style-type: none"> • <i>School Bus</i> (Crews) • Michigan Model <p>Miscellaneous</p> <ul style="list-style-type: none"> • Chart Stories • Photographs • Finger puppets • Graphs • Cross-grade partners/book buddies • Rule "helper" chart • Tour Room, look at centers, children will input how it will "work" best (i.e., number of children at center, clean up your own mess, etc.) • Class bulletin board fabric rainbow (each child brings piece of fabric, glue onto cardboard rainbow; at end of year, each takes a piece home)

