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UNIT SYNOPSIS

PURPOSE: Why study myself and my community?

This unit leads your students on an exploration of who students are in order to deepen their understanding of themselves as well as their classmates and classroom community, all of which is tied to the year-long content focus for kindergarteners: empathy. They will spend time considering who they are and what makes them unique. They will also consider what it means to have empathy for others as they learn about their classmates and explore texts that lead to rich discussions around embracing individuality. By the end of this unit, students should feel confident in who they are, feel proud of their diverse classroom community, and be aware of their rich differences.

Kindergarteners, by nature, are very egocentric. Before students delve into topics beyond themselves, such as families, schools, and communities, in subsequent units, they will have the opportunity to think deeply about themselves through this unit. Our students' sense of self is shaped by their experiences as individuals, as members of their families, and as parts of their communities. In this unit, you will support students in developing their sense of themselves as they continue to grow as readers and writers.

During each lesson, your students will grapple with critical questions about what makes them individuals and how these qualities uniquely position them to contribute to their communities—questions whose answers will continue to evolve throughout their lives (just ask any adult!). As students develop their understanding of who they are, they will then expand their lens to consider the similarities and differences between themselves and their classmates. This will help them better appreciate the diversity of their classroom community and their own unique qualities and gifts—as well as those of their classmates. Finally, students will broaden their scope to examine the important role they can play as members of their classroom community.

You will guide students through this self-exploration while cultivating empathy, curiosity, and respect as cornerstones in your classroom community through rich, culturally responsive whole class Read Aloud texts, discourse, and project work. Students will learn to approach the characters in the Read Aloud books with a similar curiosity and empathy, reading to understand who characters truly are and how their identities contribute to their stories in books such as Islandborn or The Name Jar. In addition to rich fiction, students will also read other genres of similarly themed texts, such as I Am Enough and Marvelous Me, as they consider what it means to feel proud of their individuality and what makes them special.

Throughout this unit, students will build confidence in who they are as individuals. The identity-focused project work woven throughout this unit will culminate in a “Quilt of Our Classroom Community” that reveals what students have learned about themselves and how they are uniquely positioned to contribute to their classroom community. They will proudly share their project work in a culminating celebration with friends and family.

Connection to the scope and sequence: This unit leads your students on an exploration of identity in order to deepen their understanding of themselves as well as their classmates and classroom community, all of which is tied to the year-long content focus for kindergarteners: empathy. They will spend time considering who they are and what makes them unique. They will also consider what it means to have empathy for others as they learn about their classmates and explore texts that lead to rich discussions around embracing individuality. By the end of this unit, students should feel confident in who they are, feel proud of their diverse classroom community, and be aware of their rich differences

Goals: Throughout this unit, students will develop an understanding of themselves and the world around them. They will also develop an understanding of who they are and how they can contribute positively in their classroom and school community based on their unique attributes and abilities.

This unit develops students’ understanding of standards-based concepts listed below. These Essential Questions and key ideas are based on the National Standards for History, and they are foundational understandings that will prepare your students for their social and historical studies in the rest of kindergarten and beyond. This unit focuses on developing a strong sense of self: Students must begin to understand who they are and their place in the world before they can strive to understand people and places across time. Returning often to the following key ideas and Essential Questions and understanding how each lesson introduces or deepens students’ understanding of these ideas will help you keep instruction focused on the most important standards in this unit.

- **Who am I?** We are all unique individuals. Who and what we are, is complex and has many different parts.
- **What makes me who I am?** We are shaped by many factors, including our culture and heritage, our families, and the people around us.

- **Who are we as a community?** We become a stronger community when we are curious and take the time to learn about the similarities and differences between ourselves and those around us.
- **How can I make a difference in my community based on who I am?** Based on my unique characteristics, I can contribute to my community to make it better for everyone.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Unit Standards (UCLA National Standards)
N/A for Unit 1
Texas Alignment (TEKS)

Geography

K.3: The student understands the concept of location. The student is expected to:

- (A) use spatial terms use spatial terms, including over, under, near, far, left, and right, to describe relative location.
- (B) locate places on the school campus and describe their relative locations; and
- (C) identify and use geographic tools that aid in determining location, including maps and globes.

K.4: The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:

- (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
- (B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.

Economics:

K.5: The student understands the difference between human needs and wants and how they are met. The student is expected to:

- (A) identify basic human needs of food, clothing, and shelter.
- (B) explain the difference between needs and wants; and
- (C) explain how basic human needs and wants can be met.

Government:

K.7: The student understands the purpose of rules. The student is expected to:

- (A) identify purposes for having rules; and
- (B) identify rules that provide order, security, and safety in the home and school.

K.8: The student understands the role of authority figures. The student is expected to:

- (A) identify authority figures in the home, school, and community; and
- (B) explain how authority figures enforce rules.

Culture:

K.10: The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.

K.11: The student understands the importance of family traditions. The student is expected to:

- (A) describe and explain the importance of family traditions; and
- (B) compare traditions among families.

Science, Technology, and Society:

K.12: The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

- (A) identify examples of technology used in the home and school

(C) describe how his or her life might be different without modern technology.

Social Studies Skills:

K.13: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

The student is expected to:

- (A) identify and state facts based on relevant evidence;
- (B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;
- (C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance;
- (D) sequence and categorize information.

K.14: The student communicates in oral and visual forms. The student is expected to:

- (A) place events in chronological order.
- (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, tomorrow
- (C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;
- (D) create and interpret visuals, including pictures and maps.
- (E) apply and practice classroom rules and procedures for listening and responding respectfully.

K.15: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community;
- (B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

ROADMAP

Below is the recommended sequence of instruction for this unit.

At a Glance Unit 1: Understanding Myself and My Community								
Day	Lesson	Type	Day	Lesson	Type	Day	Lesson	Type
1	1	Read Aloud	16	9	Read Aloud	31	17	Read Aloud
2	1	Read Aloud	17	9	Read Aloud	32	17	Read Aloud
3	2	Content Booster A	18	10	Read Aloud	33	18	Project: Classroom Quilt
4	2	Content Booster A	19	10	Read Aloud	34	19	Project: Classroom Quilt
5	3	Read Aloud	20	11	Content Booster E	35	19	Project: Classroom Quilt
6	3	Read Aloud	21	11	Content Booster E	36		Review
7	4	Content Booster B	22	12	Read Aloud	37		Assessment
8	4	Content Booster B	23	12	Read Aloud	38		Flex Day 1
9	5	Read Aloud	24	13	Project: Collage	39		Flex Day 2
10	5	Read Aloud	25	14	Project: Collage	40		Flex Day 3
11	6	Project: Collage	26	14	Project: Collage	41		Flex Day 4
12	7	Project: Collage	27	15	Read Aloud	<ul style="list-style-type: none"> • Use and move flex days around as needed! • Reference your Scope and Sequence for scanning deadline! 		
13	7	Project: Collage	28	15	Read Aloud			
14	8	Content Booster C	29	16	Read Aloud			
15	8	Content Booster C	30	16	Read Aloud			