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UNIT SYNOPSIS

PURPOSE: Why study families?

Your kindergarten students have likely long forgotten just how hard leaving home for their very first day of school was, and they likely don't know how emotional this same day may have been for many people in their own families. Families are not only the basic social unit of diverse societies around the world, but they are also one of the most influential factors shaping your students' fast-developing identity and sense of self. In this unit, you will help students develop stronger ideas about "family," including what a family is, the characteristics that all families share and those that make families different, and what makes their own family unique.

This unit leads your students through a study of family, focusing first on their own families and the non-families in different cultures around the world. Throughout this unit, your students will consider important Essential Questions that challenge them to deepen their own ideas and definitions of "family." As students develop these ideas about family, they will expand their studies beyond themselves and their own communities by exploring family life in Peru, Uganda, India, Japan, and many more places around the world. This will help students identify the core characteristics that all families share, such as love and support, and it will also expose them to the rich diversity of our multicultural world and foster mindsets and values of respect, acceptance, and empathy.

You will guide students through this unit while cultivating these values and mindsets in your classroom community through rich, culturally responsive, whole-class Read Alouds, discourse, and project work. The project work integrated throughout this unit will culminate in "My

Family and Families Around the World” Pattern Books that share what students have learned about diverse family life and the characteristics all families share across cultures.

Connection to the scope and sequence: Our kindergarten curriculum introduces students to the study of history through social studies by establishing foundational understandings of self, empathy, and community that will prepare kindergarteners for later historical studies across time and place. In each of their Insight units throughout this school year, your kindergarteners will draw connections to a unifying inquiry focus.

This unit continues this year-long investigation of identity and the people and places around us. It builds upon students’ earlier study of their individual characteristics by expanding our study to the people who closely shape who they are: their families! Students also begin to think beyond themselves and the aspects that make them unique through the study of families around the world. By the end of this year, your kindergarteners will be able to explain who they are and how they, as individuals, fit within their family, community, and the world at large.

Goals: Throughout this unit, students will not only develop an understanding of their own family and families around the world, but they will also become stronger readers and writers. Students will define “family” and develop an understanding of their own families. They will also identify similarities and differences between their family and those of their classmates and other families around the world to better understand the common characteristics that all families share and the differences that make them unique.

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 listed in Appendix a, 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 the understanding that different people define family differently and that families around the world share some common characteristics while still reflecting the diversity of our multicultural world. 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.

- **What is a family?** Each family is unique, and families change throughout time. Different people define “family” differently, but all families are made up of the people we love and from whom we also receive love and support.
- **In what ways are families the same, and in what ways are they different?** Our families and families around the world speak different languages, live in different communities, and practice different structures, customs, and traditions. We also share common characteristics with families around the world: We inherit physical and personal traits from our families, share in daily activities, and celebrate special holidays and events.

CONTENT STANDARDS

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

Unit Standards (UCLA National Standards)

- **Standard 1A:** The student understands family life now and in the recent past; family life in various places long ago.
 - Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline.
 - From data gathered through family artifacts, photos, and interviews with older relatives and/or other people who play a significant part in a student's life, draw possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past.
 - For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, homes, transportation, recreation, school and cultural traditions.
- **Standard 7A:** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.
 - Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives.

Texas Alignment (TEKS)

History

K.1: The student understands that holidays are celebrations of special events. The student is expected to:

- (A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
- (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

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;
- (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.

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

Louisiana Alignment (Louisiana Student Standards)

History:

- K.1 Order events in a chronological sequence using schedules, calendars, and timelines
- K.2 Differentiate between primary and secondary sources
- K.3 Select and use appropriate evidence from primary and secondary sources to support claims
- K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation
- K.5 Identify examples of different cultures and traditions in Louisiana

Civics:

- K.8 Describe the importance of fairness, responsibility, respect, and hard work
- K.9 Describe organizations and individuals within a school or parish that help solve issues
- K.10 Describe the importance of rules and how they help protect our liberties
- K.11 Explain how people can work together to make decisions

Economics:

- K.13 Identify examples of goods and services
- K.14 Describe and compare reasons to save and spend money
- K.15 Differentiate between wants and needs
- K.17 Describe the concept of scarcity using examples

Geography

- K.18 Use maps and models to describe relative location
- K.19 Identify basic landforms and bodies of water in a variety of visual representations
- K.20 Identify ways people interact with their environment
- K.21 Identify rural, suburban, and urban areas
- K.22 Explain how weather impacts daily life and choices
- K.23 Explain why people may move from place to place

Florida Alignment (NGSSS)

American History:

Historical Inquiry and Analysis: SS.K.A.1

- SS.K.A.1.1 - Develop an understanding of how to use and create a timeline
- SS.K.A.1.2 - Develop an awareness of a primary source

Historical Knowledge: SS.K.A.2

- SS.K.A.2.1 - Compare children and families of today with those in the past
- SS.K.A.2.2 - Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage
- SS.K.A.2.3 - Compare our nation's holidays with holidays of other cultures
- SS.K.A.2.4 - Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility

Chronological Thinking: SS.K.A.3

- SS.K.A.3.1- Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school

Geography:

The World in Spatial Terms: SS.K.G.1

- SS.K.G.1.1 - Describe the relative location of people, places, and things by using positional words
- SS.K.G.1.2 - Explain that maps and globes help to locate different places and that globes are a model of the Earth
- SS.K.G.1.3 - Identify cardinal directions (north, south, east, west)
- SS.K.G.1.4 - Differentiate land and water features on simple maps and globes

Places and Regions: SS.K.G.2

- SS.K.G.2.1 - Locate and describe places in the school and community
- SS K.G.2.2 – Know one's own phone number, street address, city or town and that Florida is the state in which the student lives

Physical System: SS.K.G.3

- SS.K.G.3.1 - Identify basic landforms
- SS.K.G.3.2 - Identify basic bodies of water
- SS K.G.3.3 - Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment

Economics:

Beginning Economics: SS.K.E.1

- SS K.E.1.1 – Describe different kinds of jobs that people do and the tools or equipment used
- SS K.E.1.2 – Recognize that United States currency comes in different forms

- SS K.E.1.3 - Recognize that people work to earn money to buy things they need or want
- SS.K.E.1.4- Identify the difference between basic needs and wants

Civics and Government:

Foundations of Government, Law, and the American Political System: SS.K.C.1

- SS.K.CG.1.1 - Identify the purpose of rules and laws in the home and school
- SS.K.CG.1.2 - Identify people who have the authority and power to make and enforce rules and laws
- SS.K.CG.2.1 - Describe and demonstrate the characteristics of being a responsible citizen
- SS.K.CG.2.2 - Describe ways for groups to make decisions
- SS K.CG.2.3 - Define patriotism as the allegiance to one's country

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	18	Content Booster G
2	1	Read Aloud	17	9	Read Aloud	32	18	Content Booster G
3	2	Content Booster A	18	10	Content Booster D	33	21	Read Aloud
4	2	Content Booster A	19	10	Content Booster D	34	21	Read Aloud
5	3	Read Aloud	20	12	Content Booster E	35		Review
6	3	Read Aloud	21	12	Content Booster E	36		Assessment
7	4	Content Booster B	22	13	Project: Paper Map	37		Flex Day 1
8	4	Content Booster B	23	13	Project: Paper Map	38		Flex Day 2
9	5	Project: Family Tree	24	14	Project: Paper Map	39		Flex Day 3
10	5	Project: Family Tree	25	15	Read Aloud	40		Flex Day 4
11	6	Project: Family Tree	26	15	Read Aloud	<ul style="list-style-type: none"> • Use and <u>move</u> flex days around as needed! • Reference your Scope and Sequence for scanning deadline! 		
12	7	Content Booster C	27	16	Content Booster F			
13	7	Content Booster C	28	16	Content Booster F			
14	8	Read Aloud	29	17	Read Aloud			
15	8	Read Aloud	30	17	Read Aloud			