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UNIT SYNOPSIS

PURPOSE: Why study cultures and communities across Africa, Asia, and the Middle East?

Asia and Africa are, respectively, the two largest continents in the world, and together, they make up three-quarters of the entire world’s population. Africa and Asia are continents diverse in geography and people, with thousands of languages spoken and cultures practiced on each continent. Within Asia, there are many regions: East Asia, Southeast Asia, Central Asia, South Asia, and the Middle East, each with cultural traditions that unite the region, as well as significant diversity within them. In Africa, people live across East, North, South, and West Africa, in regions near deserts, oceans, mountains, and rain forests. Communities across these continents vary and hold their own traditions and customs. At the same time, within and across these continents, communities are often as similar as they are different.

This unit continues kindergarteners’ study of themselves and the world, expanding from family units to communities around the world. In this unit, students will first explore the peoples and communities of Africa, focusing on South Africa, Kenya, and the Sahara Desert. Next, students will study the peoples and communities of Asia, diving deeply into China, Japan, Vietnam, and India. Through their study of communities around the world, students will begin to understand how culture and communities shape our everyday lives and how they themselves fit into the world.

In this unit, students will study two continents whose cultures are often homogenized and flattened into a singular culture. In fact, Asia and Africa are the most diverse continents in the world, with thousands of languages, religions, and cultural groups across each region. Throughout this unit, ensure to, whenever possible, refer to countries in Asia and Africa rather than simply referring to the entire continent. This unit is a great opportunity to highlight the rich diversity of Africa and Asia and defy stereotypes that ignore this complexity.

Throughout this unit, you will use highly engaging whole-class Read alouds to introduce and reinforce key ideas about the diverse communities of Asia and Africa. Students will then showcase their knowledge through project work—including by making a map of Africa and a class wide cultural collage to represent the communities of Asia and Africa.

Goals: Throughout this unit, students will develop an understanding of the diversity of cultures and traditions around the world. In this unit, students will focus on countries and cultures in Africa, Asia, and the Middle East. Students will not only explore the many traditions and customs that make each country unique, but they will also discover just how much communities around the world have in common!

This unit develops students' understanding of the 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 people live in communities around the world with distinct traditions and cultures. 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 life like for kids in communities around Africa and Asia?** People and kids live in communities across Africa and Asia. Each country in Africa and Asia has its own distinct culture and traditions, as well as its own language, religious traditions, and foods. Despite these differences, children living in communities around Africa and Asia also have many things in common: They enjoy playing sports, they like to have fun with their friends, they go to school, and so much more. While the histories and specific traditions of communities may differ, even across continents, kids' lives are often as similar as they are different.
- **What are the many cultural traditions and celebrations practiced by people across Africa?** How are the cultures and celebrations across Africa similar and different? Africa is a continent made up of many countries, including South Africa, East Africa (countries like Kenya), and the Sahara, each with its own language, traditions, celebrations, and cultures. South Africa is a big multicultural country at the southern end of Africa. South Africa has a long history of segregation, apartheid, and brutal mistreatment of the Black Africans living there. Today, White and Black South Africans are working to reconcile these differences and practice their traditions together. While many White South Africans are of European descent, many Black South Africans come from distinct cultural groups across the



Al Khulafa Mosque, Iraq, taken from Wikipedia.

country. Kenya is another major country in Africa, with more than 40 native nations or cultural groups who all have distinct cultures and traditions. Many people in Africa live in villages across the Sahara Desert, many of whom practice Islam.

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.
- **Standard 1B:** The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values
- **Standard 7A:** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.

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:

- (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.

Citizenship:

K.9: The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) identify the United States flag and the Texas state flag;
- (C) use voting as a method for group decision making.

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; and
- (D) sequence and categorize information

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

- (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.

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; and
- (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.

Florida Alignment (NGSSS)**American History:**

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

- SS.K.A.1.2 - Develop an awareness of a primary source

Historical Knowledge: SS.K.A.2

- 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.2.5 – Recognize the importance of U.S. symbols

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.

Physical System: SS.K.G.3

- SS.K.G.3.1 - Identify basic landforms
- SS.K.G.3.2 - Identify basic bodies of water.

Economics:

Beginning Economics: SS.K.E.1

- SS.K.E.1.2- Recognize that United States currency comes in different forms.

Civics and Government:

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

- SS.K.CG.1.1 - Identify the purpose of rules and laws in the home and school
- K.CG.1.2 – Identify people who have the authority and power to make and enforce rules and laws

Civic and Political Participation

- K.CG.2.1 – Describe and demonstrate the characteristics of being a responsible citizen
- K.CG.2.2 – Describe ways for groups to make decisions
- K.CG.2.3 – Define patriotism as the allegiance to one’s country
- K.CG.2.4 – Recognize symbols that represent the United States
- K.CG.2.5 – Recognize symbols that represent Florida

African and American History

- K.AA.1.1 – Recognize African American inventors and explorers

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	16	Project: Africa Map
2	1	Read Aloud	17	9	Read Aloud	32	16	Project: Africa Map
3	2	Content Booster A	18	10	Content Booster D	33	17	Read Aloud
4	2	Content Booster A	19	10	Content Booster D	34	17	Read Aloud
5	3	Read Aloud	20	11	Read Aloud	35		Review
6	3	Read Aloud	21	11	Read Aloud	36		Assessment
7	4	Content Booster B	22	12	Content Booster E	37		Flex Day 1
8	4	Content Booster B	23	12	Content Booster E	38		Flex Day 2
9	5	Read Aloud	24	13	Read Aloud	39		Flex Day 3
10	5	Read Aloud	25	13	Read Aloud	40		Flex Day 4
11	6	Content Booster C	26	14	Content Booster F	<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	6	Content Booster C	27	14	Content Booster F			
13	7	Project: About Me Page	28	15	Read Aloud			
14	8	Project: About Me Page	29	15	Read Aloud			
15	8	Project: About Me Page	30	16	Project: Africa Map			