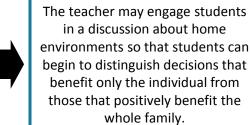
Instructional Unit Title: How do I Fit in my Community?

Social Studies Kindergarten

The teacher may brainstorm (and discuss) with students the differences between "thinking about me" versus "thinking about we" so that students can begin to define the qualities of a good citizen.





The teacher may engage students in a discussion about their classroom environment so that students can describe the characteristics of their classroom community.



The teacher may utilize images and/or picture books of classroom life so that students can begin to categorize the differences between classroom-based wants and classroom-based needs.



The teacher may utilize images and/or picture books of school life so that students can begin to categorize the differences between school-based wants and school-based needs.



The teacher may engage students in a discussion about their school environment so that students can describe the characteristics of their school community.



The teacher may pose a problem related to classroom issues (e.g., getting to use the electronics everyday versus sharing with your classmates) so that students can begin to summarize the differences between decisions that benefit only the individual from those that positively benefit the whole classroom community.



The teacher may bring in examples of class rules so that students can begin to explore how their personal responsibilities and behaviors contribute to a cooperative and collaborative classroom environment.



The teacher may bring in examples of school rules so that the students can begin to explore how their personal responsibilities and behaviors contribute to a cooperative and collaborative school environment.



The teacher may pose a problem related to school issues (e.g., wanting to run in the halls versus maintaining safety for the whole school) so that students can begin to summarize the differences between decisions that benefit only the individual from those that positively benefit the whole school community.



The teacher may revisit the student's definition of a good citizen so that students can identify additional characteristics of a responsible citizen.



PERFORMANCE ASSESSMENT: The principal of our school is very worried that some students here do not know what it means to be a responsible citizen. The principal has asked you, as a responsible citizen, to create a presentation that will help your fellow students understand different ways citizens participate in building strong communities. Your presentation should show responsible citizens in action and will be the focus of the next school wide assembly.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.