

UNIT 5

Course: Language Arts/Social Sciences/SEL	Grade Level: Kindergarten
Unit Title: People and the Environment <i>How do I get what I need and want?</i>	Length of Unit: Approximately 6 weeks
<p>Unit Summary: In this unit students begin to construct knowledge of important economic concepts including wants, trade, goods and services. Students will begin by distinguishing between needs and wants and will differentiate between goods and services. In this unit students will explore the concepts of trade and connect trade to the method of obtaining goods and services to meet human wants. Students will also focus on how goods move from place to place and the ways in which people interact with and are affected by their environment. Students will use reading strategies (ie use illustrations in the text) to better understand the author's message. Students will use a combination of drawing, dictating and writing to state their opinion.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify problems and conflicts and determine how to resolve these constructively.</p> <p><i>This unit points out where certain KIDS measures can be easily assessed; however, all 21 KIDS measures should be assessed three times a year.</i></p>	
Stage 1- Desired Results	
STANDARDS/KIDS Priority: Social Sciences: SS.G.2.K: Identify and explain how people and goods move from place to place. SS.EC.1.K: Explain choices are made because of scarcity (i.e.because we can not have everything that we want). Language Arts: RI.K.7: With prompting and support,	Transfer
	<p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Make decisions based on needs, wants and availability of goods.</p> <p>TG2: Explain how illustrations help the reader understand a text.</p> <p>TG3: Use a combination of drawing, dictating and writing to compose an opinion piece.</p>
	Meaning

<p>describe the relationship between illustrations and the text in which they appear.</p> <p>W.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>KIDS: LLD 4: Child engages in back-and-forth communication that develops into increasingly extended conversations</p> <p>LLD 10: Child shows increasing ability to write using scribbles, marks, letters, characters, or words to represent meaning.</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts</p> <p>Supporting: Social Sciences:</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: People and goods move from place to place for many reasons using different modes of transportation.</p> <p>EU2: Availability of materials forces people to make choices based on needs and wants.</p> <p>EU3: Effective readers make meaning of a text when they are able to see a connection between an illustration and what is written.</p> <p>EU4: Sharing your opinions with others and providing compelling reasons to believe this opinion can persuade you to take action on an issue or change their way of thinking.</p> <p>EU5: When we listen to one another, we are able to understand our differences and work together to solve our problems.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: Why do people and goods move from place to place?</p> <p>EQ2: Why must we make choices about what we want?</p> <p>EQ3: How do readers use illustrations and words to help them understand the text?</p> <p>EQ4: How can my writing make a difference? (In my school, my community, the world.)</p> <p>EQ5: How can working with others help me solve problems?</p>
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: There are different modes of</p>	<p>Year-Long English/Spanish “I can” statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can identify different modes of</p>

<p>SS.G.1.K: Explain how weather, climate and other environmental characteristics affect people's lives.</p>	<p>transportation used to move people and goods</p> <p>K3: The difference between a need and a want.</p> <p>K4: People make choices based on needs and wants.</p> <p>Language Arts K5: Reading strategies</p> <p>K6: The elements of opinion writing</p> <p>K7: The writing process</p> <p>K8: How to be a responsible digital citizen</p> <p>SEL K9: Approaches for resolving conflicts constructively</p>	<p>transportation used to move people and goods.</p> <p>S2: I can tell the difference between a need and a want.</p> <p>S3: I can make a decision based on needs and wants.</p> <p>S4: I can explain how weather, climate, and other environmental characteristics affect people's lives.</p> <p>Language Arts/Digital Literacy S5: I can describe the relationship between illustrations and text.</p> <p>S6: I can use a variety of reading strategies to read</p> <p>S7: I can use a combination of drawing, dictating, and writing to compose opinion pieces.</p> <ul style="list-style-type: none"> • I can tell the reader about the topic or the name of the book I am writing about. • I can state an opinion or preference about the topic or book. <p>S8: I can understand that the library is organized in a certain way (Info/Dig Lit Goal 3)</p> <p>S9: I can use applications to show what I know about a topic, or tell a story with</p>
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		<p>pictures (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S10: I can identify problems and conflicts commonly experienced by my peers.</p> <p>S11: I can identify approaches to resolving conflicts constructively.</p>