



SUBJECT

Social Studies

UNIT IMPLEMENTATION SCHEDULE

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

OVERVIEW

This unit is designed for teaching the events of September 11, 2001 to grades K-2. This Guide lays out an approach for students to acquire a deeper understanding of the heroism displayed by real people on 9/11, the perseverance of people following the attacks, as well as the impact that 9/11 continues to have on people today.

UNIT DESCRIPTION

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades K-2. This Guide includes ancillary social studies lessons, learning activities and background for teachers. From basic facts about America’s darkest day, to connections about community helpers and heroes, this unit will give students a strong foundational understanding of 9/11.

INSTRUCTIONAL FOCUS

- Ask and answer questions based on experiences or information gained.
- Participate in collaborative conversations.
- Apply grade-level reading and writing skills.

UNIT OBJECTIVES

- All students will:**
- Acquire pertinent vocabulary
 - Complete learning tasks to better understand the events of 9/11 and ways people help in our community.
 - Understand the importance of remembering 9/11 heroes.
 - Sense the emotional impact 9/11 had on the nation.
 - Perceive a personal need to remember 9/11 to honor the fallen heroes.

UNIT LEVEL QUESTIONS

- Essential Question**
What happened on September 11, 2001?
- Guided Questions**
- What do police officers do?
 - What do firefighters do?
 - What is a mariner?
 - What is an island?
 - What does it mean to donate?
 - What do people need to live?
 - What do doctors and nurses do?

UNIT LEVEL VOCABULARY

- Police Officer
- Firefighter
- Island
- Mariner
- Donate

INCLUDED ANCILLARY MATERIALS

- Police and Fire Heroes Worksheet 1 & 2
- Mariner Heroes Worksheet 1 & 2
- Everyday Heroes Worksheet 1 & 2
- Medical Heroes Worksheet 1 & 2
- My September 11, 2001 Book

ELA CONNECTIONS

- Grade K CCSS**
RI.K.5, RI.K.7, RF.K.1, RF.K.4, W.K.2, W.K.6, W.K.8, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4a, L.K.5a, L.K.5c, L.K.6
- Grade 1 CCSS**
RI.1.6, RI.1.7, RF.1.1, RF.1.4a, W.1.2, W.1.6, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5a, L.1.5c, L.1.6
- Grade 2 CCSS**
RI.2.6, RI.2.7, RF.2.4a, W.2.2, W.2.6, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4a, L.2.5a, L.2.6

STATE STANDARDS

- C3 FRAMEWORK FOR SOCIAL STUDIES**
- D2.Civ.1.K-2**
Describe roles and responsibilities of people in authority.
- D2.Geo.3.K-2**
Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- NATIONAL SCIENCE EDUCATION STANDARDS**
- Life Science Standards**
Levels K-4
Characteristics of organisms