



Marietta City Schools

District Unit Planner

Kindergarten Social Studies

Theme	<i>Unit 3: Good Citizenship</i>	Unit duration (Days)	<i>10 - 20 Days</i>
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GA DoE Standards

SSKH1 - Identify the national holidays and describe the people and/or events celebrated.

e. Labor Day

SSKH2 - Identify the following American symbols:

a. American and Georgia Flags

b. Pledge of Allegiance

SSKCG1 - Demonstrate an understanding of good citizenship.

a. Explain how rules are made and why.

b. Explain why rules should be followed

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Information Processing Skills:

1. compare similarities and differences

2. organize items chronologically

3. identify issues and/or problems and alternative solutions

Themes and Enduring Understandings:

Culture: The student will understand culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same

Essential Questions

Factual—

Why do we say the Pledge of Allegiance?
 What are some symbols of the United States?
 What groups and symbols do you see in your school/community?
 What are some differences in your life since starting kindergarten?

Inferential—

Why is the Star Spangled Banner important to us as Americans?
 Where do we see, and use, US symbols?
 Why should we think about others when we make choices?
 Why do we create rules for our classroom/school?
 How does a group pick its symbols?
 How do your activities/clothing/food change during different seasons?

Critical Thinking-

How can songs, poems, and other writings bring people together?
 Why do we use symbols in specific places and at specific times?
 How can we encourage our classmates to make good choices?
 How does a symbol help a group come together?
 How is your life different from your parents/grandparents' lives when they were your age?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

symbol
 group
 change
 choices
 rules
 differences
 Character traits: honesty, patriotism, courtesy, respect, pride, and self-control.

Star Spangled Banner
 American flag
 Georgia flag
 Pledge of Allegiance
 Labor Day
 Stars and Stripes
 Labor- work- workers

Assessments

Summative Assessment(s):

Good Citizenship Unit Anticipation Guide and Assessment

This assessment is designed as a pre/post task. Teachers will read the statements and have students circle the agree or disagree icon before and after teaching the unit.

Standards: All GSE for this Unit.

*Teachers can access the anticipation guides via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

[Honoring Workers in Our School](#) Students apply what they have learned about workers and Labor day and create “Thank you” cards for a worker in the school.

SSKH1 - Identify the national holidays and describe the people and/or events celebrated. e. Labor Day

[A Circle of Friends](#)

SSKCG1 Demonstrate an understanding of good citizenship.

- a. Explain how and why rules are made and why.
- b. Explain why rules should be followed.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video Click [here](#) for Additional Content Video

[Teacher Notes](#) for this unit

Additional unit information may be found at the [GADOEInspire Site](#)

[Character trait posters](#)- these posters are designed to support the SS and several Guidance Department characters traits for Kindergarten during SS and ELA Read Alouds and discussions.

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

Pledge of Allegiance , US and Georgia Flags

[14-Day Plan: American Symbols](#) Teacher Note: This KBU also includes lessons for Unit 5 and Unit 6

Character Traits

[15-Day Plan: Good Friends Make Good Citizens](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<p>SSKH1 - Identify the national holidays and describe the people and/or events celebrated. e. Labor Day</p>	<p>Labor Day in our Neighborhood Understand Labor Day as a National Holiday and identify and honor workers in our neighborhood.</p> <p>Digital learning/recorded lessons included.</p>	<p>Listen to additional <i>In your Neighborhood</i> Songs. Work in groups to create a thank you card for one person.</p>
<p>SSKH1 - Identify the national holidays and describe the people and/or events celebrated. e. Labor Day</p>	<p>How do we Celebrate Labor Day in our Neighborhood? Students will review Labor Day as a National Holiday and share how their family celebrated Labor Day.</p>	<p>More advanced learners can do the flip book (Template provided in resources). Read the text multiple times in small groups</p>
<p>SSKCG1 Demonstrate an understanding of good citizenship. SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>	<p>Friendship Salad Class Simulation The bowl is a representation of the classroom and there are many things our class needs-good friends who follow class procedures and use good citizen traits, kindness, etc.</p>	<p>Preview vocabulary before beginning the fruit salad activity. Provide small group support with the writing task.</p>
<p>SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>	<p>Introducing Character Traits Create word webs of character traits, real-life and fictional characters who exhibit those traits.</p>	<p>Provide time for additional rehearsal before starting the drawings. Consider a whole-group discussion for sharing what students plan to draw or write.</p>
<p>SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</p> <p>SSKCG1 Demonstrate an understanding of good citizenship. SSKE4 Explain that people must make choices because they cannot have everything they want.</p>	<p>Signaling Good Choices Students will identify that they sometimes need a reminder to make a better choice or get their behavior back on track. Students will create signals to remind each other.</p>	<p>Provide sentence starters for discussion, provide additional pre-teaching using sample signals, work in small groups</p>

<p>SSKCG1 - Demonstrate an understanding of good citizenship. SSKE4 Explain that people must make choices because they cannot have everything they want.</p>	<p>Follow the Arrow Review class and school rules/procedures with students, or use this activity to focus on a particular rule or procedure that students need to review</p>	<p>Provide additional examples, read a text with a similar theme in small groups, allow for discussion.</p>
<p>SSKH2 Identify the following American symbols: a. The national and state flags (United States and Georgia flags)</p>	<p>Our Flag Students will discuss, identify, and compare flags of the United States over time. Students will put the flags in chronological order based on the number of stars representing the states of the Union.</p>	<p>Consider carefully selecting groups to ensure all students are placed in a group that will foster independence. Advanced students may a T-chart comparing two of the flags shown on the Powerpoint</p>
<p>SSKH2 Identify the following American symbols: a. The national and state flags (United States and Georgia flags)</p>	<p>The Georgia State Flag Students identify the US and GA state flags. They will also compare the two.</p>	<p>Provide discussion starters for group work, provide sample I-Spy prompts, model writing the “I learned” sentence or provide the sentence with blanks to complete.</p>
<p>SSKH2 – Identify the following American symbols: c. Star Spangled Banner (identify as the national anthem)</p>	<p>The Star Spangled Banner Help students learn the words and meaning of the Star Spangled Banner (and listen to it) Note- Teachers may choose to use or revisit this lesson in the American Symbols Unit.</p>	<p>Allow students to work in purposefully assigned groups to allow all the opportunity to succeed, provide students with a partially completed graphic organizer</p>
<p>SSKH2 - Identify the following American symbols: a. American and Georgia Flags b. Pledge of Allegiance</p>	<p>The Pledge of Allegiance Students will understand the reasons for learning and reciting the pledge, and remind them that it should be recited respectfully.</p>	<p>Preview the vocabulary in the pledge prior to instruction</p>
<p>SSKH2 – Identify the following American symbols: a. The national and state flags b Pledge of Allegiance</p>	<p>The Anthem and the Pledge Students learn the words and meaning of the Pledge of Allegiance and National Anthem</p>	<p>Have students create vocabulary cards for the words in the pledge and anthem. Provide a partially completed graphic organizer. Allow students to complete the task in small groups.</p>
<p>SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.) c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future</p>	<p>Introducing Chronology Students will learn to correctly use words and phrases related to chronology and time.</p>	<p>For the terms “first, next, last,” students dictate, draw, or write a short narrative telling something that happened in an order, making sure to use the indicated terms. Teachersmodel by taking students through a short process for making an item emphasizing “first, next, last”, and then writing several sentences to describe the process.</p>

<p>SSKH2 – Identify the following American symbols: c. Star Spangled Banner (identify as the national anthem)</p>	<p>Our National Anthem helps students understand the history of the song, and that it became an anthem - an official symbol - of our country over time.</p>	<p>Preview difficult words- a vocabulary presentation is provided in resources. More advanced students can copy the line onto blank paper.</p>
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Recommended High Quality Complex Texts

Manners At School by Carrie Finn
No David by David Shannon
David Goes to School by David Shannon
Following Rules by Cassie Mayer
Frog and Toad Are Friends by Arnold Lobel
Chrysanthemum by Kevin Henkes
The Mine-O-Saur by Sudipta Bardhan-Quallen
F is for Flag by Wendy Cheyette Lewison
I Pledge Allegiance by Pam Muñoz Ryan
Labor Day by Robin Nelson

DE Videos
[Citizens Rule: Symbols and Celebrations of America](#)