



**Marietta City Schools**  
**District Unit Planner**

*Kindergarten Social Studies*

Theme	<i>Unit 1: Connecting Themes in Kindergarten Social Studies</i>	Unit duration (Days)	<i>12 - 25 Days</i>
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**GA DoE Standards**

**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.  
**Location:** The student will understand that where people live matters  
**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.  
**Time, Change, and Continuity:** The student will understand that some things will change over time, while others stay the same

**Information Processing Skills:**

1. Compare similarities and differences
2. Organize items Chronologically
3. Identify issues and/or problems and alternative solutions

**Essential Questions**

**Factual—**

What makes our classroom a comfortable place to be?  
What things change based upon where we live?  
What things stay the same no matter where we live?  
What are some examples of times when you have had to make a choice?  
What do you think about when making a choice?  
What do you do if you make a poor choice?

**Inferential—**

How can we create a positive culture in our class?

What is our class's role in our school?

How is our classroom different from other places where we spend time?

What is your role in your family? How is it similar to and different from your role in our classroom?

How is Kindergarten different from preschool/Pre-K?

**Critical Thinking-**

Why do we behave in certain ways in our classroom?

How do our choices as students affect our school?

How do our choices as a class affect our school?

How is your community different from other places?

How will school change as you get older?

How is school today different from school in the past?

**Tier II Words-** High Frequency Multiple Meaning

Examine

Understand

Compare, Change, Continuity

Last, This, Text

Past, Present, Future

Choices, Predictions

Individuals, Groups, Institutions

**Tier III Words-** Subject/ Content Related Words

Location

Scarcity

Culture

Rules

Citizenship

Primary Sources (Documents)

Weather

Globe, North, South

**Assessments****Summative Assessment(s):**

As this is an introduction to the Themes of Social Studies and no GSE are taught, no Anticipation Guide and Assessment is included.

**Theme Based Writing Task:**

Students choose the theme they most like or feel is most important to understanding our world. Draw and label a picture to represent the theme. For language development, ask students to share their pictures orally and tell why that theme is important to them.

Standards: All Kindergarten SS Themes

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

[Parent Information Letter](#)- This letter is provided for schools to share with parents to introduce the unit. It includes a section for school specific information and news.

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

[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.

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Culture:</b> 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	<a href="#">Defining Classroom Culture</a> Create an illustrated classroom culture chart.	Collaborate to create the class culture chart
<b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.	<a href="#">Creating a New Student Handbook</a> Create a pictorial handbook to acclimate students to their new classroom, school, and community members. This may also be an introduction for new students who join the class during the course of the year	Allow students to work in teams and provide discussion starters
<b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.	<a href="#">Part of a Group</a> Getting to know you activity- building awareness of our roles as Individuals, Groups and Institutions	Prepopulate ideas with pictures for groups typical Kindergarten students are part of. Provide sentence starters for discussions
<b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not. <b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same	<a href="#">Finding My Place</a> Think about our roles in different settings	Complete Graphic organizers whole-group Preview vocabulary

<b>Location:</b> The student will understand that where people live matters	<a href="#">Here and There</a> Compare weather in different locations	If students are struggling with the season's comparison, provide them with an alternative they may relate to more readily (games, toys, food, objects, etc.)
<b>Location:</b> The student will understand that where people live matters <b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same	<a href="#">Where does THAT Happen?</a> Understand the basic concept that location affects possible activities	Prepopulate ideas with pictures for activities typical Kindergarten students like to do. Allow students to work with partners. Provide sentence starters for discussions.
<b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.	<a href="#">Making Choices</a> Review of classroom policies and procedures through making difficult choices	Preview the lesson using a mentor text such as <i>No David!</i> by David Shannon Allow students to share their thoughts with a partner rather than whole group
<b>Scarcity:</b> The student will understand that because people cannot have everything they want, they have to make choices.	<a href="#">Everything is Scarce</a> Gain understanding of the concept of scarcity.	Have students draw a picture showing their understanding of scarcity Revisit in small groups
<b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same	<a href="#">Last, This, Next</a> Understand as things change in our world, some things remain the same.	Introduce the concepts using a text like <i>When I was a Baby</i> by Debeorah Niland Preview vocabulary in small groups Purposeful Grouping
<b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same	<a href="#">Past, Present, Future</a> Examine primary sources to understand as things change, some things remain the same.	Pre-populate dates and pictures Reinforce understanding in small groups
<b>Recommended High Quality Complex Texts</b>		
<i>A Bad Case of Tattle Tongue</i> by Julia Cook <i>The Recess Queen</i> by Alexis O'Neill <i>David Goes to School</i> by David Shannon <i>We don't Eat our Classmates</i> by Ryan T. Higgins		