



## Marietta City Schools

### District Unit Planner

*Grade Kindergarten*

<b>Theme</b>	<i>Unit 2 Where in the World in Kindergarten Social Studies</i>	<b>Unit duration (Days)</b>	<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.**

b. Columbus Day

**SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

a. Now, long ago

b. Before, after

c. Today, tomorrow, yesterday

**SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.**

a. Differentiate land and water features on simple maps and globes.

b. Explain that maps and globes show a view from above.

c. Explain that maps and globes show features in a smaller size.

**SSKG3 - State the street address, city, state, and country in which the student lives.**

#### Information Processing Skills:

1. compare similarities and differences.

2. organize items chronologically.

3. identify issues and/or problems and alternative solutions.

#### Map and Globe Skills:

1. use a compass rose to identify cardinal directions.

#### 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

**Location:** The student will understand that where people live matters

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

**Essential Questions**

**Factual—**

Who was Christopher Columbus?

What does a map show?

What does a globe show?

What is my street address?

What does the past mean?

**Inferential—**

Why is Columbus Day a National Holiday?

How are maps and globes different?

**Critical Thinking-**

Why is it important to know your home address?

How can one event change the world?

Why do we learn about things that happened in the past?

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

Time, Change, Continuity

Now, Long Ago

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

Globe

Map

Yesterday, Today, Tomorrow First, Last, Next Day, Week, Month, Year	Address: State street: number, street, city, state, country Location Chronology
Assessments	
<p><b><u>Summative Assessment(s):</u></b></p> <p>Where in the World are We 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.</p> <p><b><u>Theme Based Writing Task and Rubric:</u></b></p> <p><a href="#">Look What I Learned</a></p> <p>Students will review content for the unit by creating a book showing what they learned. The finished product may be completed digitally as a Google document linked to a Schoology assignment or printed for each student. Standards: All for the Unit</p>	
Teacher Resources These resources are intended to support teachers with background information and planning for instruction	
<p><a href="#">Parent Information Letter</a>- edit for school specific information</p> <p><a href="#">K-5 Map Collection</a>: Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.</p> <p>Click <a href="#">here</a> for GADOE Content Video Click <a href="#">here</a> for an additional Content Video</p> <p><a href="#">Teacher Notes</a></p> <p>Additional unit information may be found at the <a href="#">GADOEInspire Site</a></p>	

Objective or Content	Learning Experiences	Differentiation Considerations
<b>SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.</b> a. Differentiate land and water features on simple maps and globes.	<a href="#">Globe Toss</a> In this activity, students will bounce or toss an inflatable globe to see whether their thumbs land more often on water or on land.	Provide discussion stems: <i>My thumb is on _____. I know this because _____.</i> Students turn and talk during the closing activity.
<b>SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.</b> b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.	<a href="#">Maps vs. Globe</a> This activity is meant to help students begin to see that maps and globes show the same things in different ways, and that each has ways in which it is more useful.	Have small group discussions during the teaching session.
<b>SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.</b> <b>SSKG3 - State the street address, city, state, and country in which the student lives.</b>	<a href="#">My Place on the Earth</a> Students will be introduced to their place on the earth and their address. They will practice by filling out an envelope and drawing a picture of their home and writing their address below it.	Prepare examples of why knowing our address is important through pictures to support understanding.
<b>SSKG3 - State the street address, city, state, and country in which the student lives.</b>	<a href="#">Where Do I Live</a> This is a list of ideas to help reinforce a student's ability to state his/her address, city, state, and country.	Align reinforcement tasks with the needs and abilities of students.
<b>SSKH1 - Identify the national holidays and describe the people and/or events celebrated.</b> b. Columbus Day <b>SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.</b> b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.	<a href="#">Mapping Columbus' Voyages</a> Students learn about the basic ideas for Columbus's voyages using the map and globe. Show students that the same places are represented on both. This lesson reinforces student understanding of maps and globes.	Provide the sentence starter to students. Students may use the Novice Map Analysis form to examine and analyze this source. Work with small groups for directions practice to reinforce locations.
<b>SSKH1 - Identify the national holidays and describe the people and/or events celebrated.</b> b. Columbus Day <b>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</b> a. Now, long ago	<a href="#">Keeping a Journal</a> Students will create a journal entry about Columbus' journey. Depending on the number of lessons/activities your class completes related to Columbus, teachers may find it interesting to spread out journal entries over several days to give students a sense of the elapsed time during the journey	Copy the map analysis form and cut into individual sections. Model orally journaling your day. Allow the students to complete the organizer using combinations of pictures, words, or labels.

<p><b>SSKH1 - Identify the national holidays and describe the people and/or events celebrated.</b> b. Columbus Day</p>	<p><a href="#">Writing About Columbus</a></p> <p>Pair students to share things they remember about Columbus after completing class discussions and activities related to Columbus, and reading picture books about him.</p>	<p>Have images and maps from the unit ready to prompt their thinking. Have students share over their fingers an appropriate number of things they know about Columbus and his voyages. Students will tell each fact they know as they touch their fingers. Help students decide the best way to show what they know to add to the class book. It could be a web, labeled, pictures, sentences, etc.</p>
<p><b>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</b> b. Before, after</p>	<p><a href="#">Turning Points</a></p> <p>This activity will help students begin to think about the impact of major events on places and people.</p>	<p>Provide discussion starters for the work and closing sessions. Preview the meaning of essential vocabulary (then, now). Consider practicing before/after scenarios with students. For example before you could walk, you had to ____ Allow students to share what they are going to draw/label before they get started. Provide the students their “before” and have them draw/label their “after.”</p>
<p><b>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</b> a. Now, long ago</p>	<p><a href="#">Now and Long Ago</a></p> <p>This activity asks students to compare their lives with the lives of people “long ago.”</p>	<p>Preview and give specific examples of now and long ago. Allow students to share their now/then scenarios as a group before getting started on their illustrations. Consider talking with students individually to share what they are going to draw/label before they get started.</p>
<p><b>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</b> c. Today, tomorrow, yesterday</p>	<p><a href="#">Yesterday, Today and Tomorrow</a></p> <p>When doing calendar work, help solidify students’ awareness of yesterday, today, and tomorrow, as organizing ideas for chronology.</p>	<p>Use a visual prompt as you model the terms during calendar discussions. Give students a visual prompt to use during discussion and/or working in their notebooks. Talk with students individually to share what they are going to draw before starting.</p>

<p><b>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</b></p> <p>b. Before, after</p>	<p><a href="#">Before it Rains</a></p> <p>This activity helps students think through actions they should make before something happens, as opposed to reacting after something happens.</p>	
<p><b>Map and Globe Skills:</b> 1. use a compass rose to identify cardinal directions.</p>	<p><a href="#">Following Cardinal Directions</a></p> <p>Use a map of your school (the map used for fire safety purposes works well) to help students identify the cardinal directions in your classroom.</p>	<p>Allow students to work with partners. Model the first few map directions together. Model how to “try” out the map directions.</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>Then and Now: A Journey through the History of Machines</i> by Santiago Beascoa  <i>Columbus Day (Rookie Read-About Holidays)</i> by Christina Mia Gardeski  <i>Me on the Map</i> by Joan Sweeney  <i>Mapping Penny’s World</i> by Loreen Leedy  <i>My Map Book</i> by Sara Fanelli</p> <p><b>DE Videos:</b>  <a href="#">Sid the Science Kid Directions</a>  <a href="#">Cardinal Direction Song</a>  <a href="#">Long Ago and Now: First Grade Social Studies</a></p>		