



Marietta City Schools

District Unit Planner

Kindergarten Social Studies

Theme	Unit 5: American Symbols	Unit duration (Days)	13 - 25 Days
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GA DoE Standards

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

f. Martin Luther King Jr. Day

h. New Year's Day

SSKH2 – Identify the following American symbols:

d. The bald eagle

e. The Statue of Liberty

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

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

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

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.

Essential Questions

Factual—

What holidays help us learn about our country?

What are some symbols of the United States?

What groups and symbols do you see in your school/community?

What do we remember of Martin Luther King, Jr. on his holiday?

Inferential—

How does our community/country celebrate these holidays?

What do symbols show about our country?

Where do we see, and use, these symbols?

What can people do to affect their families, communities, and countries?

How does a group pick its symbols?

How does a symbol help a group come together?

Why did our country decide to honor Dr. King with a holiday?

Critical Thinking-

Why are holidays important to us?

How do these holidays help us remember the people and events they honor?

Why do we use symbols in specific places and at specific times?

How do individuals affect the world around them?

Why do groups of people use symbols?

Why do we have holidays to honor individual people?

How does having this holiday help us remember Dr. King and his work?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Celebrate Symbol National Holiday Honor	Martin Luther King Jr. Day New Year’s Day The bald eagle The Statue of Liberty Freedom
Assessments	
<p><u>Summative Assessment(s):</u></p> <p>American Symbols 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><u>Theme Based Writing Task and Rubric:</u></p> <p>My Goal for the New Year Students will understand that January 1st is New Year’s Day. Students will think about new goals they want to set for the new year. They will record their goals on a graphic organizer. SSKH1 – Identify the national holidays and describe the people and/or events celebrated. h. New Year’s Day</p> <p>A Kid Like Me Students will use resources to explore the childhood home of Martin Luther King Jr.. They will create a timeline of images showing important events in his life and write a sentence or short phrase summarizing each event. SSKH1 – Identify the national holidays and describe the people and/or events celebrated. f. Martin Luther King Jr. Day</p> <p>Look What I Learned Students will create a book to review what we have learned in the unit. SSKH1 – Identify the national holidays and describe the people and/or events celebrated. f. Martin Luther King Jr. Day h. New Year’s Day SSKH2 – Identify the following American symbols: d. The bald eagle e. The Statue of Liberty 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.</p>	

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.

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

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.

[14-Day Plan: American Symbols](#) Teacher Note: This KBU also includes lessons for Unit 3 and Unit 6

Objective or Content	Learning Experiences	Differentiation Considerations
SSKG1 - Describe the diversity of American culture by explaining the customs and celebrations of various families and communities. SSKH1 Identify the national holidays and describe the people and/or events celebrated. h. New Year's Day	My New Year Resolution Students will share their New Year's resolution with classmates. Students with similar goals will collaborate to develop a plan or steps they can take to be successful with those goals.	There are many songs about the months of the year. Consider singing these songs to demonstrate how the months repeat in a cycle. Consider setting a goal as a class and then model how to use the graphic organizer below
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.	Tattle Tale Tongue: Being a Good Neighbor at School Review basic classroom rules and procedures and why we need them through a fun read aloud. Students review characteristics of good citizenship by drawing a picture with a caption. An optional challenge supports being better neighbors by following those rules (Note: great way to start the second semester).	You may want to include additional children's literature during the introduction of this system, and during your review of classroom rules/procedures. Take the time to pre-read a book with a focus on "good behavior" before using it, just to make sure that you aren't introducing problems your class hasn't had!

<p>SSKCG1 –Demonstrate an understanding of good citizenship a. Explain how rules are made and why. b. Explain why rules should be followed</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>Tattling vs. Reporting for Being a Good Neighbor at School This lesson, an extension to Tattle Tale Tongue, discusses when telling an adult is NOT tattling. Students will sort picture cards into categories to demonstrate understanding. Teachers may wish to begin the Good Neighbor Challenge</p>	<p>The recorded lesson includes a video of a “guest speaker” discussing the difference between tattling and reporting. Teachers may choose to use this video clip, invite a guest speaker to class, or present the information on their own.</p>
<p>SSKG2–Explain that a map is a drawing of a place and a globe is a model of Earth. b. Explain that maps and globes show a view from above c. Explain that maps and globes show features in a smaller size.</p> <p>SSKCG1 –Demonstrate an understanding of good citizenship.a. Explain how rules are made and why. b. Explain why rules should be followed</p> <p>SSKG2–Explain that a map is a Drawing of a place and a globe is a model of Earth. b. Explain that maps and globes show a view from above.c. Explain that maps and globes show features in a smaller size.</p> <p>SSKCG1 –Demonstrate an understanding of Good citizenship.a. Explain how rules are Made and why. b. Explain why rules should be followed</p>	<p>Picture This! Create a map of the school identify locations where appropriate behaviors are needed</p>	<p>You may want to have a list of behaviors your class is struggling with and strategically assign those to students needing reinforcement.</p>
<p>SSKH1e:Identify the national holidays and describe the people and/or events celebrate f. Martin Luther King, Jr. Day</p>	<p>Happy Birthday, Martin Understand and celebrate MLK Day and show understanding by completing a graphic organizer</p>	<p>To complete the organizer, students may write, label, or draw, as appropriate.</p>

SSKE3 Explain how money is used to purchase goods and services b. Identify that U.S. coins and dollar bills (paper money) are used as currency.	Coins & Dollar Bills Students will learn that coins and dollar bills are used to purchase goods and services. They will understand what coins look like.	Count coins to songs (see lesson guidance document) Consider working in groups or partners
SSKH1 Identify the national holidays and describe the people and/or events celebrated. e. Statue of Liberty	Lady Liberty Students will learn about the history of the Statue of Liberty, observe the Statue of Liberty and note what they see through photo analysis.	Consider the vocabulary you are using: immigrants, statues, symbolize, optimism, message, etc. may need more explanation.
SSKH2 Identify the following American symbols: d. The bald eagle	Bald Eagle Students will learn and be able to explain that the Bald Eagle is used as a symbol for our country. What characteristics does the Bald Eagle have that may relate to how we want people to think about our country?	Consider allowing students to rehearse what they are going to draw or write before they get started.
SSKH2 Identify the following American symbols: d. The bald eagle	The Bald Eagle: An American Symbol This lesson further explores and reviews information about the Bald Eagle as an American symbol.	Provide samples of the artwork for reference, provide sentence starters for questions
Recommended High Quality Complex Texts		
<p><i>My Brother Martin: A Sister Remembers</i> by Christine King Farris</p> <p><i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport</p> <p><i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler</p> <p><i>Squirrel's New Year's Resolution</i> by Pat Miller</p> <p><i>Shanté Keys and the New Year's Peas</i> by Gail Piernas-Davenport</p> <p><i>The Star Spangled Banner</i> by Peter Spier</p> <p><i>The Bald Eagle</i> by Elaine Landau</p> <p><i>The Story of the Statue of Liberty</i> by Betsy and Giulio Maestro</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p><i>Mapping Penny's World</i> by Loreen Leedy</p> <p><i>You Get What You Get</i> by Julie Gassman</p>		

What If Everybody Did That? by Ellen Javernick