



Marietta City Schools

District Unit Planner

Kindergarten Social Studies

Theme	<i>Becoming a Leader</i>	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.

- i. Presidents Day (George Washington, Abraham Lincoln, and the current president)

SSKH2 – Identify the following American symbols.

- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
g. Washington Monument (identify image and associate with George Washington and Presidents Day)
h. White House (identify image and associate with Presidents Day and the current president)

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

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.

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.

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.

Essential Questions

Factual—

What does Presidents Day help us honor?
Who do we honor on Presidents Day?
What does the Washington Monument help us remember?
What does the Lincoln Memorial help us remember?
What is the job of our current president?
What are some situations where you must make a choice?
What things affect your way of life? (weather; types of land; closeness to water; etc.)
Who might need to know your address?
What should you do if your address changes?

Inferential—

How do we acknowledge Presidents Day?
How do monuments/memorials help us remember people?
How do people affect their families, communities, and country?
How do presidents affect the lives of people in our country? (and around the world?)
How can our choices affect others?
How do we think through a choice before we make it?
What can we do if we make a choice that hurts other people?
How does it feel when you are affected by someone else's choice?
How does where we live affect how we live?
How is your city/town/county different from other places?
How is your life similar to or different from the lives of children in other places?
How can knowing your address help you?
Why is the Washington Monument located in Washington, D. C.?
Why is the Lincoln Memorial located in Washington, D. C.?

Critical Thinking-

Why do we celebrate the holidays as a nation?
Why do people build monuments and memorials?
How do individuals impact the world around them?
Why do we remember George Washington today?
Why do we remember Abraham Lincoln today?

Why do we make choices?
 Why is it important to know where you live?
 What happens if you make a choice and then wish you had made a different one?
 Why should we consider others when making choices?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Monument Memorial Remember President Choices Changes Address Money	George Washnigton Abraham Lincoln Lincoln Memorial Washington Monument White House Goods Services Coins

Assessments

Summative Assessment(s):

Becoming a Leader 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:

[Poems About Presidents](#) Integrate poetry to understand the childhoods and contributions of Washington and Lincoln

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[Remembering Mr. Washington: The Washington Monument](#) Learn about the Washington Monument- extension, create a monument for another deserving individual

SSKH2 – Identify the following American symbols. g. Washington Monument (identify image and associate with George Washington and Presidents Day)

[Look What I Learned About Becoming a Leader](#) Students will complete a book sharing what they learned. High tech and low tech versions are included for teacher choice based on student skills

All GSE for this Unit

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 (For Teachers only) [Teacher Notes](#) for this unit

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

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.

Lincoln Memorial and Washington Monument

[14-Day Plan: American Symbols](#) Teacher Note: This KBU also includes lessons for Unit 3 and Unit 5

George Washington and Abraham Lincoln

[15-Day Plan: Models of Leadership and Change](#) Teacher Note: This KBU also includes lessons from Unit 7

Objective or Content	Learning Experiences	Differentiation Considerations
SSKCG2: Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.	Character Trait Web Students will review characteristics of good citizenship traits and create a character web showing their understanding.	This lesson may need to be adjusted to provide multiple class examples.
SSKH1 – Identify the national holidays and describe the people and/or events celebrated. i. Presidents Day (George Washington, Abraham Lincoln, and the current president) SSKCG2 – Describe examples of positive character traits	Presidents’ Day and Our First President Students learn about George Washington and why we celebrate his presidency on President’s Day. Several activities are included to support students' learning.	Depending on students’ literacy skills, teachers can decide the degree to which this needs to be scaffolded. As a class, list facts students have learned about Washington on chart paper or a saved

<p>exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control</p>		<p>interactive whiteboard chart. Students can refer to this chart in completing the graphic organizer or in later comparison activities.</p>
<p>SSKH1 – Identify the national holidays and describe the people and/or events celebrated. i. Presidents Day (George Washington, Abraham Lincoln, and the current president) SSKCG2 Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>	<p>Our 16th President Students learn about Abraham Lincoln and why we celebrate his presidency on President’s Day</p>	<p>As a class, create a chart listing the important facts about Lincoln’s life that students learned from their reading and discussion. Students can also complete the presidential graphic organizer.</p>
<p>SSKH1 – Identify the national holidays and describe the people and/or events celebrated. i. Presidents Day (George Washington, Abraham Lincoln, and the current president) SSKCG2: Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control</p>	<p>Mr. Lincoln and His Whiskers Use historical fiction and primary source documents to explore the story of Mr. Lincoln’s beard.</p>	<p>Integrate vocabulary terms into ELA timer preview vocabulary Some students may be ready to cite evidence from text or explain in writing why they chose the emotions. Allow students to work in pairs or small groups and collaborate to record evidence from the text.</p>
<p>SSKH2 – Identify the following American symbols. f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)</p>	<p>Remembering Mr. Lincoln: The Lincoln Memorial Learn about the Lincoln Memorial and what it symbolizes</p>	<p>Choose closing activities that best meet the needs of individual students. Consider completing activities in small groups.</p>
<p>SSKH1 – Identify the national holidays and describe the people and/or events celebrated. i. Presidents Day (George Washington, Abraham Lincoln, and the current president) SSKCG2: Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control</p>	<p>Our Current President Learn about our current president and why we celebrate his presidency on President’s Day</p>	<p>If your class seems to be politically divided, propose two treats for snacks tomorrow. Have students vote for their choice (anonymously) and bring in the treat for students the next day. This may assist them in understanding we don’t always get our choice in a democracy.</p>
<p>SSKH2 – Identify the following American symbols. h. White House (identify image and associate with Presidents Day and the current president) SSKCG3 – State the street address, city, state, and country in which the student lives.</p>	<p>The White House In this activity, students will learn to identify the White House in an image, and understand its role as the home and office of the president.</p>	<p>Google Arts and Culture hosts several different virtual tours of the parts of the White House. Taking a quick pass through these helps students see that the White House functions both as an office for the President and his/her staff, as well as a private home and a site for state events. https://artsandculture.google.com/partner/t</p>

		he-white-house
SSKG3 – State the street address, city, state, and country in which the student lives.	Home Sweet Home Review of map and globe skills and stating addresses by creating a model of their home or school-. Also integrates math concepts shapes).	Teachers should decide whether to model construction of the entire house at once, or work segment by segment, with time for demonstration and the time for students to complete their own models for each component
Recommended High Quality Complex Texts		
<p> <i>Mr. Lincoln’s Whiskers</i> by Karen B. Winnick <i>Abe Lincoln Remembers</i> by Ann Turner <i>George Washington’s Teeth</i> by Debra Chandra <i>Dear Mr. Washington</i> by Lynn Cullen <i>Presidents’ Day</i> by Anne Rockwell <i>The Story of the White House</i> by Kate Waters <i>The Washington Monument</i> by Kristin L. Nelson <i>What is Inside the Lincoln Memorial?</i> by Martha E. H. Rustada </p> <p> <u>Discovery Education Resources</u> Legends about George Washington DE Video Song: Teacher and the Rockbots tour Washington DC About the Penny Song and Activity DE resource- also discusses value of money </p>		