

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Kindergarten Social Studies.

UNIT 1 – “Using Connecting Themes in Kindergarten Social Studies”

Elaborated Unit Focus

This unit is designed to introduce students to the five themes that will feature prominently in kindergarten social studies. Activities will focus on ***culture; individuals, groups, and institutions; location; scarcity; and time, change, and continuity.*** At the conclusion of this unit students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.

Standards/Elements

This unit is designed to teach the themes used in the course. These themes will provide the scaffolding needed for the study of Social Studies for the school year. The standards listed with each activity in the balanced assessment plan are introduced in this unit, but will be taught in greater depth throughout the school year.

Enduring Understandings/Essential Questions

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

K-5 EU: The student will understand that culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.

- How are people different?
- What are symbols of our country?
- What are some of our family traditions?
- Who are the leaders in our school?
- Who are the leaders in our community?
- What are the roles of our leaders (home, school, community, country)?
- How is our classroom like a family?
- How can we make sure that everyone is in a safe and happy learning environment?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- Why do we have rules?
- What are consequences of the choices we make (individually, groups, family, school)?
- What is expected of us (at home, at school, in the community)?
- How do we show respect for others?
- What would our classroom look like if everyone took turns? Shared? Respected one another?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: *The student will understand that where people live matters.*

- What are things a person can do in your community (park, pool, sports, etc.)?
- What are things a person can do on vacation?
- What are the similarities and differences between what people do at home and on vacation?
- What kinds of things can you find on a map and a globe?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: *The student will understand that because people cannot have everything they want, they have to make choices.*

- How do we decide what to buy when we go to the store?
- Why can't people have everything they want?
- What are supplies that you need for kindergarten?
- Why do you make choices (cafeteria, classroom, recess, centers)?

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

K-5 EU: *The student will understand that some things will change over time, while other things will stay the same.*

- Why do we have a calendar (day of the week, month, year, birthday, holidays, etc.)?
- What do we do first when we come to school? What do we do next?
- What do we do at the end of the day (school/home)?

How have you changed over time (pre-k to k, baby to child, losing teeth, etc.)?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Culture Student creates an All About Me Box. Students include 5-7 items in the box to describe themselves, their family, their hobbies, and other special things important to them. Each child will have an opportunity to share his/her box with the class. Discuss similarities and differences between children in the class.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assistance with All About Me box.-arranging items, labeling, making sure items for each area are included • Check for understanding of terms similarity and difference 	<p>Culture</p> <p>SSKH3, SSKG1; ELAKLSV1a, e, g, h</p>	<p>Dialog and Discussion Observation</p>

Individuals, Groups, and Institutions Brainstorm with children rules at home and rules at school. How are they similar? How are they different? Discuss the rules that they should follow at school. <u>Modifications-</u> <ul style="list-style-type: none"> Check for understanding –have student explain what rules are and why we have them. 	Individuals, Groups, Institutions SSKCG1.a,b	Dialog and Discussion
Location Ticket Out The Door – Describe one thing you do at home, at school, at the park, and on vacation. <u>Modifications-</u> <ul style="list-style-type: none"> Use prompts/cues to assist-discuss the different activities they might do at the various locations-ex.-play in the ocean on vacation, etc. 	Location SSKH3	Dialog and Discussion
Scarcity Opening: Have a discussion with your students. Discuss with them things they <i>want</i> for kindergarten. Discuss with them the things they <i>need</i> for kindergarten, and what they need to learn in kindergarten. Whole Group Activity: The teacher should make a large T-chart on the floor using masking tape, yarn, shower curtain, etc. Label one side of the T-chart <i>Wants</i> and one side <i>Needs</i> . The teacher should bring items that the students will sort into these two groups. (glue, markers, scissors, erasers, pencils, Kleenex, hand sanitizer, protractor, calculator, pen, toys, coloring books, etc) As the students begin to sort the items discuss why they are needs or wants for kindergarten. <u>Modifications-</u> <ul style="list-style-type: none"> Check for understanding of directions 	Scarcity SSKE3,4	Product/ Performance
Scarcity Opening: Have a discussion with your students. Discuss with them things they <i>want</i> for kindergarten (supplies they want, what they want to do, what they want to learn, etc.). Discuss with them the things they <i>need</i> for kindergarten (glue, scissors, book bag, etc.), and what they need to learn in kindergarten. Activity: Students will cut pictures from magazines and paste on a teacher created t-Chart (labeled wants and needs). Students will determine what is a ‘need’ and what is a ‘want.’ <u>Modifications-</u> <ul style="list-style-type: none"> Assist with cutting pictures. Assist with writing, lines, spelling, etc. Have student orally tell difference between a want and a need to ensure understanding 	Scarcity SSKE4; ELAKLSV1.b	Observation
Time, Change, and Continuity Use the Vanishing Georgia archive { http://dlg.galileo.usg.edu/vanga/html/vanga_homeframe_default.html } to find pictures of your community from the past. Using these pictures and current pictures of your community, ask students to tell what things have changed and what things have remained the same. This activity can also be completed with family photos.	Time, Change, Continuity Information Processing Skill 1	Dialog and Discussion

Time, Change, and Continuity Ticket Out The Door – Name a day of the week, month of the year <u>Modifications-</u> <ul style="list-style-type: none"> • Use prompts/cues to assist-remind student that all the days of the week have the word day in them. 	Time Change, Continuity SSKH3	Dialog and Discussion
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This unit was created by Julie Ott Branyan, Kimberly Gates, Linda Herrington, and Carol Thomas and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 5/27/08.

WANTS	NEEDS