



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Kindergarten Social Studies*

Theme	<i>Unit 7: Community Helpers</i>	Unit duration (Days)	<i>15 - 30 Says</i>
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**GA DoE Standards**

**SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.**

**SSKE2 - Explain that people earn income by working.**

**SSKE3 - Explain how money is used to purchase goods and services.**

a. Distinguish goods from services.

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

a. Christmas

b. Columbus Day

c. Independence Day

d. Juneteenth National Independence Day

e. Labor Day

f. Martin Luther King, Jr. Day

g. Memorial Day

h. New Year's Day

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

j. Thanksgiving Day

- k. Veterans Day
- l. Juneteenth

**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
- c. Today, tomorrow, yesterday
- d. First, last, next
- e. Day, week, month, year
- f. Past, present, future

**SSKCG1 Demonstrate an understanding of good citizenship.**

**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.  
**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.

**Essential Questions**

**Factual—**

- When are some times that we make choices within our classroom?
- What is income?
- What are the differences between goods and services
- What groups and symbols do you see in your school/community?
- What can people do to impact their family, community, or country?
- What holidays help us learn about our country

**Inferential—**

How do our choices affect other people?  
How do we purchase goods and services?  
Why do groups of people use symbols?  
How does a symbol help a group come together?  
How does our community/country celebrate these holidays?

**Critical Thinking-**

What happens when everyone does not agree on a choice?  
How do individuals affect the world around them?  
Why are holidays important to us?  
How do these holidays help us remember the people and events they honor?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
choice holiday celebration family chronology - now, long ago, today, tomorrow, yesterday, first, last, next, day, week,, month, year, past, present, future (this should be a review)	work income goods services National Holidays (adding Memorial Day, July 4, and Juneteenth- reviewing all others) citizenship

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

Community HelpersUnit 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:**

[Having it ALL](#) In this follow-up lesson to Making Choices- examine the consequence of NOT making choices. Students will write a sentence about a time during the past week they made a choice.

**SSKE4—Explain that people must make choices because they cannot have everything they want**

[Holidays Through the Year](#) During this activity, students will discuss the holidays studied by the class over the course of the year. Students create a visual display about one of the holidays they learned about and write a description explaining their visual.

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

**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, f. Past, present, future

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Supports	<a href="#">Parent Information Letter</a> - edit for school specific information  Click <a href="#">here</a> for GADOE Content Video (For Teachers only) <a href="#">Teacher Notes</a> for this unit Additional unit information may be found at the <a href="#">GaDOE Inspire Site</a>  This unit includes Museum Box lessons. Complete the <a href="#">Museum Box Request form</a> to reserve the Museum Box.	
<b>SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</b> <b>SSKE2 - Explain that people earn income by working.</b>	<a href="#">The Missing Worker</a> Review jobs within the school and community that are necessary to keep the community running smoothly. What happens when a worker does not do their job?	Provide discussion and/or sentence frames.
<b>SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</b> <b>SSKE2 - Explain that people earn income by working.</b>	<a href="#">Connecting the Jobs</a> Review various jobs that are important to your community. If students are unfamiliar with a particular job, review what that job entails and have students share why that work is important.	Limit the number of jobs to three Allow students to work in small groups

<p><b>SSKE3 - Explain how money is used to purchase goods and services.</b> a. Distinguish goods from services.</p>	<p><a href="#">Making Choices</a> Students will understand choices have benefits and consequences. Teachers note- this lesson should be done before the theme based writing task, <a href="#">Having it ALL</a>.</p>	<p>Provide specific examples of choices common to kindergarten students, model creating a T-chart, purposeful grouping or complete tasks in a small group; provide sentence starters for discussion.</p>
<p><b>ELAGSEKRI3</b> With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text</p> <p><b>ELAGSEKSL1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p><b>ELAGSEKW2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>	<p><a href="#">Introducing Goods and Services</a> Take a quick tour of the classroom or school building to introduce students to the distinction between goods and services. Within the classroom, what are some goods that students use? What services do students see evidence of?</p>	<p>Have pre-made cards with goods and services from <i>If You Give a Mouse a Cookie</i> by Laura Numeroff to sort and place on the T-Chart.</p> <p>Some students may require additional exposure to goods and services, read other Laura Numeroff books to extend understanding and provide additional examples of goods and services. (The series is available to borrow electronically from <a href="http://openlibrary.org">openlibrary.org</a>)</p>
<p><b>SSKG1 - Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.</b></p> <p><b>SSKE3 - Explain how money is used to purchase goods and services.</b> a. Distinguish goods from services.</p>	<p><a href="#">A Classroom Celebration (making choices)</a> Many schools choose to have a celebration of sorts on the last day of school before the winter break or a celebration to celebrate a class milestone. This activity is designed to help students have a hand in planning that celebration</p>	<p>Provide conversation starter prompts</p>
<p><b>SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</b></p> <p><b>SSKE2 - Explain that people earn income by working.</b></p> <p><b>SSKE3 - Explain how money is used to purchase goods and services.</b> a. Distinguish goods from services.</p>	<p><a href="#">Goods and Services in Our Celebration</a> Have each student identify a good and a service that was part of the celebration. Try to avoid repeated answers as much as possible</p>	<p>If students are unable to think abstractly about a past celebration, direct the discussion toward planning a future celebration. Then use the same guiding questions to support understanding. Instead of writing about or drawing examples of goods and services, allow students to gather items from around the classroom to place on the T-Chart. Use either pre-prepared word cards and images</p>
<p><b>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</b></p> <p><b>SSKE2 Explain that people earn income by working.</b></p>	<p><a href="#">My Budget in Pictures</a> For this activity, students will link what they have learned about various jobs with the basic economics covered during the kindergarten year.</p>	<p>Provide sentence frames on the graphic organizer, work in small groups with students who need additional support</p>

<p><b>SSKE3 Explain how money is used to purchase goods and services.</b></p> <p>a. Distinguish goods from services.</p> <p>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</p> <p><b>SSKE4 Explain that people must make choices because they cannot have everything they want.</b></p>		
<p><b>SSKH1 – Identify the national holidays and describe the people and/or events celebrated.</b></p> <p>g. Memorial Day</p>	<p><a href="#">Memorial Day</a> Explain the origins of the holiday. Relate it to Veterans Day, and explain that Memorial Day specifically recognizes the sacrifice of people killed in service to our country</p>	<p>Provide discussion frames</p>
<p><b>SSKH1 – Identify the national holidays and describe the people and/or events celebrated.</b></p> <p>Juneteenth</p>	<p><a href="#">How we Celebrate Juneteenth</a> Students will learn about the newest national holiday and complete activities comparing and contrasting Juneteenth and July 4th.</p>	<p>Allow students to work with partners or discuss responses prior to writing; preview vocabulary in small groups prior to the lesson</p>
<p><b>SSKH1f – Identify the national holidays and describe the people and/or events celebrated.</b></p> <p>c. Independence Day</p>	<p><a href="#">Independence Day</a> Understand why we celebrate Independence day- Primary Source analysis opportunity</p>	<p>Preview Tier III Vocabulary</p>
<p><b>SSKH1 – Identify the national holidays and describe the people and/or events celebrated.</b></p> <p>C. Independence Day</p>	<p><a href="#">How we Celebrate Independence Day</a> Discuss and graph (3-ways) how families celebrate the summer holiday</p>	<p>Allow students to work with partners or discuss responses prior to writing; preview vocabulary</p>
<p><b>ALL for the Unit</b></p>	<p><a href="#">Look What I Learned About Community Helpers</a> Students will create a book showing what they learned in this unit.</p>	<p>Complete the book first in whole group then in small groups of individually</p>
<p><b>SSKH1 Identify the national holidays and describe the people and/or events celebrated.</b></p> <p><b>SSKH2 Identify the following American symbols:</b></p> <p><b>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</b></p> <p><b>SSKE2 Explain that people earn income by working.</b></p>	<p><a href="#">Patriotic Jobs</a> Connect students’ economics learning with the symbols and holidays studied during the Kindergarten year by linking those holidays and symbols to jobs that are related to them.</p>	<p>Prefold the foldable, provide sentence frames, use photos of symbols to prompt unProvide outlines for students to use/color, use sentence frames limit the number of questions asked understanding and recall</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>c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year</p> <p><b>SSKCG1 Demonstrate an understanding of good citizenship.</b></p> <p><b>SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc</b></p> <p><b>SSKE2 - Explain that people earn income by working.</b></p> <p><b>SSKE3 - Explain how money is used to purchase goods and services.</b></p> <p>a. Distinguish goods from services.</p>	<p><a href="#">When I Grow Up</a> In this task, each student will choose what job s/he would like to hold as an adult, and present this information to the class.</p>	<p>Provide work-related props for students to borrow, use a speech frame to guide writing and speaking,</p>
<p><b>All for the Unit</b></p>	<p><a href="#">A Patriotic Quilt</a> This task allows the class to work together to demonstrate that they have learned in Kindergarten social studies.</p>	<p>Provide outlines for students to use/color, use sentence frames limit the number of questions asked</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>Pig Pig Gets a Job</i> by David McPhail  <i>Busy, Busy Town</i> by Richard Scarry  <i>What do People do All Day</i> by Richard Scarry  <i>Career Day</i> by Anne Rockwell  <i>Whose Hat is This?</i> by Sharon Katz Cooper  <i>Abuela's Weave</i> by Omar Castaneda  <i>Walter the Baker</i> by Eric Carle  <i>The Tortilla Factory</i> by Gary Paulson  <i>The Berenstain Bears' Dollars and Sense</i> by Stan &amp; Jan Berenstain  <i>The Berenstain Bears' Trouble With Money</i> by Stan &amp; Jan Berenstain  <i>The Berenstain Bears' Get the Gimmies</i> by Stan &amp; Jan Berenstain  <i>Bunny Money</i> by Rosemary Wells  <i>If you give a (Mouse, Pig, Etc.)</i> by Laura Numeroff (identify goods and services)  <i>Apple Pie 4<sup>th</sup> of July</i> by Janet Wong</p>		

*Hats Off for the Fourth of July* by Harriet Ziefert  
*Memorial Day* (Rookie Read-About Holidays) by Jacqueline S. Cotton  
*Memorial Day Surprise* by Theresa Martin Golding

**Discovery Education Videos:**

[Citizens Rule: Symbols and Celebrations of America](#)

[Using Money DE](#)