

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

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

<b>Kindergarten - Unit Two - The People in Our Neighborhood</b>	
<b>Elaborated Unit Focus</b>	This unit incorporates the basic Kindergarten economics standards with the Labor Day holiday to help students learn about the contributions of people who work in their community. Activities within this unit also encourage students to make connections between what they are learning as the school year begins (rules, procedures, basic chronological terms) and larger concepts in their lives. Teachers should feel free to adapt the following activities to reflect school and community culture, particularly in the case of the Star Spangled Banner and Pledge of Allegiance, both of which appear in this unit.
<b>Connection to Connecting Theme/Enduring Understandings</b>	Using the theme of <b>culture</b> , students will explore what it means to develop a unique classroom culture based on shared rules and behavior. Students will also learn about some basic patriotic symbols/activities of Americans (Star Spangled Banner and Pledge of Allegiance), and can begin to see how such symbols help develop an American culture. The theme of <b>individuals, groups, institutions</b> lets students make connections between their actions as members of a class and their responsibilities as citizens and community members; in essence, they learn that showing respect to others is an important part of citizenship. Along with learning about the Labor Day holiday, students will see how basic economic concepts and the roles of community workers fit within the theme of <b>scarcity</b> , because an element of choice is involved in all of these ideas. Finally, the theme of <b>time, change, and continuity</b> appears, as students learn basic chronological terms, which helps them build awareness of time and change throughout history.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSKH1</b> - Identify the national holidays and describe the people and/or events celebrated.</p> <p style="padding-left: 20px;"><b>d.</b> Labor Day</p> <p><b>SSKH2</b> - Identify the following American symbols:</p> <p style="padding-left: 20px;"><b>b.</b> Pledge of Allegiance</p> <p style="padding-left: 20px;"><b>c.</b> Star Spangled Banner (identify as the national anthem)</p> <p><b>SSKH3</b> - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</p> <p style="padding-left: 20px;"><b>c.</b> Today, tomorrow, yesterday</p> <p style="padding-left: 20px;"><b>d.</b> First, last, next</p> <p style="padding-left: 20px;"><b>e.</b> Day, week, month, year</p> <p><b>SSKCG1</b> - Demonstrate an understanding of good citizenship.</p> <p style="padding-left: 20px;"><b>a.</b> Explain how rules are made and why.</p> <p style="padding-left: 20px;"><b>b.</b> Explain why rules should be followed.</p> <p><b>SSKE1</b> - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</p> <p><b>SSKE2</b> - Explain that people earn income by working.</p> <p><b>SSKE3</b> - Explain how money is used to purchase goods and services.</p> <p style="padding-left: 20px;"><b>a.</b> Distinguish goods from services.</p> <p><b>SSKE4</b> - Explain that people must make choices because they cannot have everything they want.</p>
<b>Connection to Social Studies Matrices</b>	<p><b>Information Processing Skills:</b></p> <p><b>1.</b> compare similarities and differences</p> <p><b>3.</b> identify issues and/or problems and alternative solutions</p>

## Essential Questions and Related Supporting/Guiding Questions

<b>Culture</b>	<ol style="list-style-type: none"> <li>1. How do we show that we are Americans?             <ol style="list-style-type: none"> <li>a. Why do we say the Pledge of Allegiance?</li> <li>b. Why is the Star Spangled Banner important to us as Americans?</li> <li>c. How can songs, poems, and other writings bring people together?</li> </ol> </li> </ol>
<b>Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>2. How can one person’s actions affect other people?             <ol style="list-style-type: none"> <li>a. Why should we think about others when we make choices?</li> <li>b. Why do we create rules for our classroom/school?</li> <li>c. How can we encourage our classmates to make good choices?</li> </ol> </li> </ol>
<b>Scarcity</b>	<ol style="list-style-type: none"> <li>3. Why do people work?             <ol style="list-style-type: none"> <li>a. What jobs are important in our community?</li> <li>b. How can we show our thanks to people who keep our school/community running?</li> <li>c. Why do different people need to do different jobs?</li> </ol> </li> </ol>
<b>Time, Change, Continuity</b>	<ol style="list-style-type: none"> <li>4. How can places and people change over time?             <ol style="list-style-type: none"> <li>a. How are you changing as you go through Kindergarten?</li> <li>b. How do your activities/clothing/food change during different seasons?</li> <li>c. How is your life different from your parents’/grandparents’ lives when they were your age?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### Connecting the Jobs

1. Using the list of jobs in SSKE1 as a jumping-off point, 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. (Note that each part of this activity could be done on a separate day, or multiple steps could be completed in a single day depending upon students' attention spans and prior content knowledge.)
2. Create a list of enough jobs so that each student in the class can be assigned a job for the activity. Students can just remember their job, or create a name tag showing their job's title and an illustration representing it on a large index card or half-sheet of cardstock.
3. Using a large ball of yarn, show students the interconnectedness of these jobs by asking them to answer questions linking one job to the next. Start with one particular job and ask students which other job would be able to provide a particular good or service to the first person. As each student answers, throw/roll/carry the ball of yarn and have students hold the yarn to show their places in the web. For example, start with the firefighter, and ask where s/he would go to buy a birthday cake for a fellow firefighter at the station. When the baker answers, the firefighter holds the end of the yarn, and hands it off to the baker. Then, the teacher could ask who will deliver supplies that the baker orders for his/her bakery. When students answer with the letter carrier, the baker holds his/her section of yarn, and passes the ball to the letter carrier.
4. The teacher can organize the questions to keep the ball of yarn from becoming entirely tangled, and also to guarantee that each student's job is addressed, and that the final question results in the ball returning to the student who started the activity. In the example above, the final question could simply be to identify the person who would come if the prior job's holder needed assistance with a fire at home or at work.
5. When finished, have students hold their web in place for a few moments and guide them to reflect on how the web would quite literally fall apart if one or more jobs were not completed. Help them see the interconnectedness of the various jobs, and the people who hold them.  
*Possible modifications include doing a very simple initial version of the activity with just three or four jobs from SSKE1, or allowing small groups of students to design their own webs. If students gain facility with this activity - and have the motor skills to avoid a yarn disaster - they can eventually select their own questions and answers, with the goal being to link every person in the class before the activity is finished.*

<b>GSE Standards and Elements</b>	SSKE1; SSKE2; SSKE3a
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Information Processing Skills: 3 Enduring Understandings: Individuals, Groups, Institutions; Scarcity

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### Introducing Goods and Services

1. Using a picture book (suggestions can be found [here](#)) or a quick tour of the classroom, 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?
2. Seat students on the floor around a large t-chart. This could be made of bulletin board paper, a piece of fabric, or a shower curtain. One side should be labeled goods, and the other labeled services.
3. Using either pre-prepared word cards or images, have students sort the cards as goods or services. Each student should identify his/her card a good or service, tell why s/he made that choice, and then have classmates give group feedback. Note: If students are not yet ready to give respectful feedback, then the teacher can take care of this portion of the activity him/herself. Allow each student to place his/her item on the chart.
4. When the chart is complete, discuss how the providers of both goods and services are essential to the community.
5. Students can also sing the Goods and Services song (found [here](#)) and insert specific good and service examples from their chart into the final line of each verse.

*Note: Suggested good and service cards can be found on the following pages. If using these, it may be helpful to allow students to illustrate them before creating the t-chart. An alternative is to allow students to cut pictures of goods and services from magazines in advance, so that the teacher has time to go through the images and verify their usefulness before creating the t-chart.*

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to illustrate the images on their own, it would be best to let them illustrate independently and use the pictures as a review or introduction activity.*

1. Have students study the pictures of goods and services (see cards with images in document)
2. Talk about the images. Are they goods or services? How do we know? Sort the images as a class or a small group.
3. Give the students a set of precut images of their own. Allow the students to practice the cards with peers, table groups, or another teacher. Continue asking the students to indicate whether the image is a good or service and defend their thinking. You could prompt students with questions if they need additional support. For example; “How do you know?”, “Can you tell me why?”

<b>GSE Standards and Elements</b>	SSKE1; SSKE3a
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Enduring Understandings: Individuals, Groups, Institutions; Scarcity

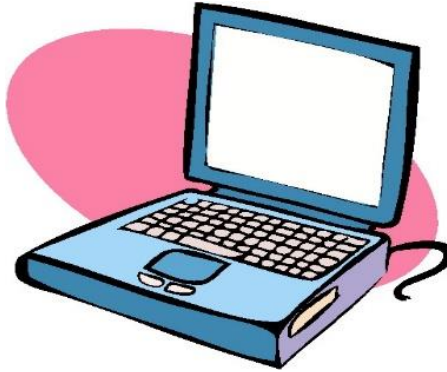
<b>teaching</b>	<b>computer</b>	<b>banana</b>
<b>box</b>	<b>baking</b>	<b>crayon</b>
<b>lumber</b>	<b>gasoline</b>	<b>helping the sick</b>
<b>shampoo</b>	<b>building</b>	<b>shirt</b>

<b>truck</b>	<b>growing crops</b>	<b>collecting garbage</b>
<b>sewing</b>	<b>bread</b>	<b>delivering mail</b>
<b>book</b>	<b>doll</b>	<b>lamp</b>
<b>protecting</b>	<b>chair</b>	<b>writing</b>

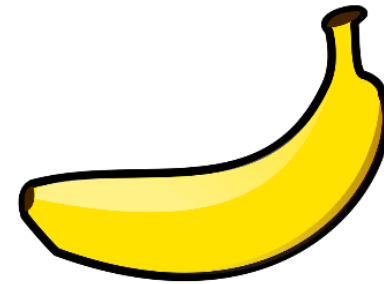
**Teaching**



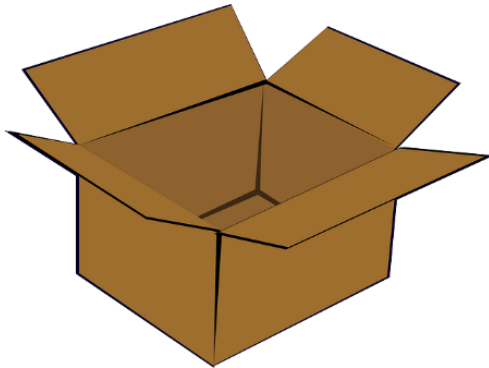
**Computer**



**Banana**



**Box**



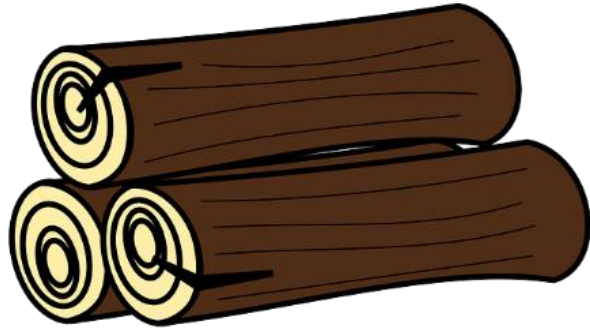
**Baking**



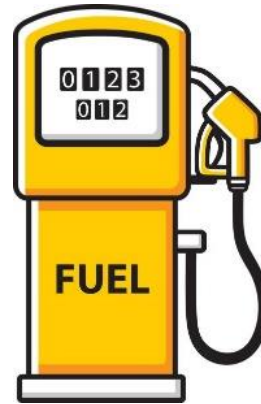
**Crayon**



**Lumber**



**Gasoline**



**Helping the sick**



**Shampoo**



**Building**



**Shirt**





**Truck**



**Growing  
crops**



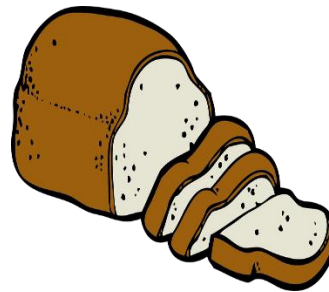
**Collecting  
garbage**



**Sewing**



**Bread**



**Delivering  
mail**



**Book**



**Doll**



**Lamp**



**Protecting**



**Chair**



**Writing**



### Honoring Workers in Our School

1. Using picture books; online sources such as this [resource from the Smithsonian](#) or this [Time for Kids article](#); or current news articles, introduce students to the concept of Labor Day. If possible, have students share ways that they recognize or celebrate the holiday, even if it has little to do with the meaning behind the day. (For a refresher at an adult level, consult <https://www.dol.gov/general/laborday/history>.)
2. Point out that the holiday was designed to honor people who worked, and to give them an extra day to spend with their families. Since schools usually observe the Labor Day holiday, students will work together to show appreciation to people who work in their school in advance of the holiday.
3. Using prior knowledge gained from earlier activities related to community workers, have students generate a list of people who work at their school. Include people who provide goods and services (custodians, special teachers, administrators, lunchroom workers, media specialist, counselor, nurse, crossing guard, etc.), and possibly people who work elsewhere, but provide goods or services to the school and its students. This could include local fire and police stations, mail/parcel carriers, food delivery workers, etc.
4. Allow students to brainstorm ways to show appreciation in honor of the Labor Day holiday. This could be as simple as making cards or writing a class letter, or it could be more involved, particularly if parent volunteers are able to assist. If technology permits, and parents/guardians give permission, the class could also record a video message of thanks that could be emailed to the identified workers.
5. Work with students to develop meaningful messages of appreciation. Rather than “thanks for all you do,” help students be specific. This will help students notice specific ways in which the workers are helping the school community: “thank you for helping me get to school safely,” or “thank you for helping me find just the right book to read.”
6. Deliver/email messages or other creations, and encourage students to remember to thank those who work to help the school throughout the year.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able write on their own, it would be best to let them do this independently.*

1. Using the above lesson as a starting point, take pictures before the lesson of familiar faces in your building (custodians, special teachers, administrators, lunchroom workers, media specialist, counselor, nurse, crossing guard, etc.).
2. Talk about the images with your students. Use a consistent prompt to help them know what is expected. This is \_\_\_\_\_. He(She) helps us \_\_\_\_\_. Model a few helpers as needed, then have students work with you or another adult to talk about how each person helps others.
3. As students have gone through the images and are aware of each person’s role in the building, have them practice saying thank you. Go through each image while prompting the students. “Thank you \_\_\_\_\_ for \_\_\_\_\_.”
4. Allow students to choose someone in the building to write a thank you card for. You could also write what they said on a chart tablet and have students illustrate their thoughts and sign the charts. You could display them in the hall or put them on the door of the person you are thanking.

**GSE Standards and Elements**

SSKH1d; SSKE1; SSKE2

**Social Studies Matrices  
Enduring Understanding(s)**

Enduring Understandings: Culture; Individuals, Groups, Institutions

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>The Missing Piece</b>	
<ol style="list-style-type: none"> <li>1. If the class completed the first activity in this unit (Connecting the Jobs), review that each job was necessary to keep the community running smoothly. If students did not complete that activity, briefly share with students how different people doing different jobs allows for a community to have its needs met.</li> <li>2. Have students imagine a situation in which someone stopped doing his/her job. What would result, particularly if that job could not be filled immediately? What would happen if someone did not do his/her job well? Help students understand that each role is important in some way.</li> <li>3. Finally, have students create a picture that shows the results of someone not be able to do a specific job. What would the classroom/school be like if the food service workers weren't there? What would result if a teacher left a classroom? How would this change students' school days?</li> <li>4. Students who are comfortable with this idea can go on to discuss how one person doing a specific job allows for that person to concentrate on his/her job, and earn an income that allows him/her to pay others to do things that s/he doesn't do. As an extension, students can imagine what their lives would be like if they were responsible for everything they needed: growing food, building homes, sewing clothes, creating their own transportation, etc. How would their lives change?</li> </ol> <p><i>Note: Be sensitive to students whose parents/guardians may be unemployed, or who may be working but struggling to provide for their families. Focus on the importance of jobs to a community, and alter the activities as needed.</i></p>	
<b>GSE Standards and Elements</b>	SSKE1; SSKE2; SSKE4
<b>Social Studies Matrices Enduring Understanding(s)</b>	Information Processing Skills: 3 Enduring Understandings: Individuals, Groups, Institutions; Scarcity

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Signaling Good Choices</b>	
<ol style="list-style-type: none"> <li>1. After students have had time to learn and settle into basic class rules and procedures, ask students if they have encountered situations where they have needed a reminder to make a better choice or get their behavior back on track. Have them share specific situations (about themselves, so as to avoid reporting/tattling) where they had to think about the way they are expected to behave within the classroom.</li> <li>2. Tell students that the class will be developing two special signals: one for students to use with each other to encourage them to make better choices, and one for students to use with the teachers to share when they need a moment to collect or redirect themselves.</li> <li>3. If students are unfamiliar with the concept of a signal, share that it is a wordless way to communicate a basic idea. For example, drivers follow traffic signals to know when to stop and go. The colored lights tell drivers what to do, and have become signals that everyone recognizes.</li> <li>4. Talk students through situations where they might need to use a signal to tell the teacher they are having a hard time due to frustration with an assignment, with a classmate, or just due to overwhelm. What signal do students think would be appropriate to share that with the teacher without having to interrupt class or cause embarrassment to themselves? Discuss how the signal should probably be silent and easy to perform and remember, and then decide upon the signal for this situation.</li> <li>5. Repeat a similar discussion for a signal students can use with each other. For example, if a student is focused on work and someone wants to talk to him/her, what signal could they use to remind their classmate that s/he should make a different choice? The same signal could also work if a classmate is having trouble following hallway procedures or being kind at recess. What small and unembarrassing signal should the class use?</li> <li>6. Once these two signals are set, allow students to role play situations in which they could use them. Remind students that they are to use them respectfully and helpfully. They are not designed to get fellow classmates in trouble; rather, they are used to help students learn to make their own good choices. Depending on the maturity of the class, teachers may need to rein in both the decision making about the signal and the ways that students can use them, and then gradually allow students more latitude to use the signals freely.</li> </ol>	
<b>GSE Standards and Elements</b>	SSKCG1; SSKE4
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Information Processing Skills: 3 Enduring Understandings: Individuals, Groups, Institutions; Scarcity

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Follow the Arrow</b>	
<ol style="list-style-type: none"> <li>1. Create a large arrow shape out of poster board or cardboard before beginning the activity.</li> <li>2. Review class and school rules/procedures with students, or use this activity to focus on a particular rule or procedure that students need to review.</li> <li>3. Explain to students that we often talk about “following” a rule in the same way that we “follow” an arrow to stay on a path. Discuss how following a rule allows us to stay on a positive path and make good choices throughout the school day.</li> <li>4. Have pairs of students demonstrate how following a rule creates a positive culture within the classroom. They can demonstrate this using the arrow. For example, one student can demonstrate listening quietly and attentively, and then “follow” the arrow to show how the other student appreciates having someone listen respectfully to what s/he is saying. One student could demonstrate how putting supplies back where they go allows another student to find them quickly and easily when s/he needs them.</li> <li>5. After several examples, have students comment on what all these scenarios have in common. What is the culture of the classroom when everyone “follows” the arrow to the positive consequences of following the rules?</li> <li>6. This activity can be repeated throughout the year when students need to review a particular rule, or when new students enter who may be unfamiliar with a portion of the classroom culture. The arrow can serve as a physical reminder of the positive and respectful culture that students want to establish in their classroom.</li> </ol>	
<b>GSE Standards and Elements</b>	SSKCG1; SSKE4
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Information Processing Skills: 3 Enduring Understandings: Culture; Individuals, Groups, Institutions; Scarcity

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Our National Anthem

1. If students are not familiar with the Star Spangled Banner, play a version for them. Even students who hear it each morning may enjoy hearing different interpretations of it:
  - a. This video includes background on the 1814 publication of the sheet music, but at approximately 5:30, includes a rendition of the song as it might have been sung at that time in a theatrical setting, with a chorus accompanying a soloist:  
<https://www.youtube.com/watch?v=sgXTHNsQT00>.
  - b. This version from the Smithsonian demonstrates how it would have sounded in the 1850s, as it was recorded on period instruments:  
<https://amhistory.si.edu/starspangledbanner/mp3/song.ssb.dsl.mp3>.
  - c. This is a straightforward rendition with the lyrics included on images of the flag, and is a good choice for teachers who want their students to sing along: <https://www.youtube.com/watch?v=vPKp29Luryc>.
  - d. This is an acapella performance by the U.S. Army Chorus at Monticello on July 4th, and includes sign language interpretation, as well:  
<https://www.youtube.com/watch?v=nLXvAMDckNU>.
  - e. Teachers may enjoy this background information about the changing nature of the anthem, written on its 200th anniversary in 2014:  
[https://www.nytimes.com/2014/06/29/arts/music/the-star-spangled-banner-has-changed-a-lot-in-200-years.html?\\_r=0](https://www.nytimes.com/2014/06/29/arts/music/the-star-spangled-banner-has-changed-a-lot-in-200-years.html?_r=0).
2. Help students understand the history of the song, and that it became an anthem - an official symbol - of our country over time. The actual history of the song is complicated, and the events surrounding its writing are over the heads of most Kindergarteners, but the attached PowerPoint takes students through a simplified version of the story.
3. Discuss why countries have anthems. What do songs like this one do to help develop the culture of a place? Why do we choose to sing it at certain events? Where do students hear the anthem? If students are not used to hearing it, share examples of places where it is often played.
4. If time permits, let students view the live webcam image of the replica flag at Fort McHenry in Baltimore. Though the video feed is available continuously, some weather conditions result in the flag being hard to see, or in a much smaller flag being used, so you may wish to check back and show students the flag another time. Feed available here:  
<http://www.earthcam.com/cams/maryland/baltimore/fortmchenry/?cam=fortmchenry2>. (Note that the video is hosted outside the National Park Service website, but that the feed is taking within the grounds of Fort McHenry itself.)

<b>GSE Standards and Elements</b>	SSKH2b
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Enduring Understanding: Culture

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>The Pledge of Allegiance</b>	
<ol style="list-style-type: none"> <li>1. Teachers unfamiliar with the history of the Pledge and the changes made to it over time may wish to review the following document: <a href="https://www.va.gov/opa/publications/celebrate/pledge.pdf">https://www.va.gov/opa/publications/celebrate/pledge.pdf</a>.</li> <li>2. Provide each student with a copy of the words of the Pledge to use while learning how to recite it. <a href="#">Here is one version</a> with an image of the flag included. Teachers may also wish to post or project a larger version of the words as students work to learn them.</li> <li>3. Help students understand the reasons for learning and reciting the pledge, and remind them that it should be recited respectfully.</li> <li>4. Teachers may wish to use a picture book to help students begin to learn the meaning of the words used in the pledge. A variety of potential options are often available in school media centers.</li> </ol> <p><i>Note: Some students will not recite the pledge for religious or other personal reasons. If you are unsure what is appropriate in such situations, consult with an administrator so that students' rights are protected and your instruction can continue for other students.</i></p>	
<b>GSE Standards and Elements</b>	SSKH2c
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Enduring Understanding: Culture



## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Introducing Chronology

1. Most Kindergarten classrooms integrate calendar work as a portion of their morning gathering times or math lessons. The chronological terms included in the Kindergarten social studies standards can easily be introduced and reinforced during this instruction, as well.
2. As students identify the date on the calendar, have them share something that happens “today,” something that happened “yesterday,” and something that will happen “tomorrow.” Simply by identifying the date on each of these, students will build understanding of this immediate chronology.
3. Periodically, review with students the difference between day, week, month, and year. Often, this is a daily component of calendar work, but if your classroom doesn’t include this, make sure that students are learning to distinguish between each of these by both name and length. As a “ticket out the door,” students can identify which is longer between two choices, which is shorter; name the current day, month, or year; the number of days in a week, days in a year, months in a year, etc.
4. For the terms “first, next, last,” students can dictate, draw, or write a short narrative story telling something that happened in a given order, making sure to use the indicated terms. Teachers can model this sort of writing by taking students through a short process for making something, emphasizing “first, next, last” as they do so, and then writing several sentences to describe the process.
5. Alternatively, teachers can introduce these terms using the classroom’s daily schedule: “first, we will have a read aloud, next we will practice handwriting, and last thing before lunch we will play a math game.” Have students tell back the schedule once the selected activities are completed, and make sure they are using the terms correctly.

**Ideas for Differentiation:**

1. Many students benefit from a visual schedule. Take pictures throughout the day of each part of your schedule. Post the pictures in order by time to create a visual representation of the day. This could be posted for the whole class or given to individual students. Have a helper mark what is happening now and what is happening next.
2. After students are familiar with the schedule, you could also give them a precut set of images to arrange in order using transition words such as: first, next, then, last, finally, after that, etc.

<b>GSE Standards and Elements</b>	SSKH3c,d,e
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Enduring Understanding: Time, Change, Continuity

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Changing Seasons</b>	
<ol style="list-style-type: none"> <li>1. This is an activity that the class can begin at the start of the school year, and revisit monthly or seasonally to help students see some of the changes that occur over time.</li> <li>2. Identify specific components that students would like to track monthly or seasonally: weather, what they are learning, skills they have mastered, activities they can do, what they are eating, etc. Teachers should select these items to reflect things they know will change over the course of the school year.</li> <li>3. Using the chronological terms students are learning (Today, the weather is... ; this week, we are learning....; this month, we are eating..), have students record observations about their classroom and Kindergarten activities.</li> <li>4. Repeat this activity periodically. Classes might choose to do it on the same day each month, or make a note to repeat it two-three more times during the course of the year. As you complete the same statements to reflect what students are working to learn, and on what they observe, help the class discuss things that are changing as they go through the year, as well as things that remain the same.</li> <li>5. Once several rounds have been completed, ask students to predict changes that will occur at the next check-in point. For example, after recording observations in August through November, what do students expect to happen in December? Will weather conditions change? If so, how will this affect what they wear? If they have learned a certain set of phonics sounds or sight words, what do they expect to be able to read? What activities typically occur at school in December? Are there upcoming holidays to enjoy?</li> <li>6. At the end of the year, collect all the statements into a book that shows the growth and change students have seen over the course of the year. <i>Note: A sample observation sheet is found on the next page. If students are able to complete this independently, teachers could create a folder for these for each student, and then each student would have an individual book at year's end. If this is unrealistic, the class could collaborate on a class version on chart paper or in electronic form.</i></li> </ol>	
<b>GSE Standards and Elements</b>	SSKH3c,d,e; SSKE4
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Enduring Understandings: Time, Change, Continuity; Scarcity

Today is: \_\_\_\_\_.

The weather is:



I am wearing:



We are eating:



We are learning to:

## Culminating Unit Performance Task

### When I Grow Up

1. 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. Students will have an opportunity to choose their jobs using the lists created by the class in earlier activities, if desired. Teachers should check in with students and have each one select his/her job in advance of the date of the presentation.
2. Each student will dress up as a member of his/her chosen profession, or draw a detailed picture of him/herself as a member of the profession. The “My Job” page can help students prepare their outfits or serve as a rough draft for their picture. The prompts on the side of the page aid students in thinking through how they will share during their presentation.
3. In a presentation to the class, each student will describe the work that s/he will do, the contributions of the profession to the community, and why s/he selected the profession. Some classes may be able to have students prepare at home and then share in class on a given day. Others will need to plan time for students to work through the drafting and planning during class, and then set a date for presentations when the teacher feels students are prepared.
4. Because this will be the first “formal” presentation for many students, it may be helpful for the teacher to demonstrate a presentation that addresses the items listed above. In addition, other staff members from the school or community members could also be asked to share about their careers while answering the questions listed. If this is not possible, teachers could select a few older students to do sample presentations so that the Kindergarteners will know what to expect.
5. On the day of presentations, students will share their career, provide answers to the items listed above, and then answer questions posed by the teacher. If necessary, divide presentations over multiple days so that the audience remains attentive and respectful.
6. After presenting, students should be able to answer questions related to the unit posed by the teacher, such as:
  - a. Are you providing a good or a service?
  - b. How is this work different from/similar to the work you do now as a member of your family/this class/our community?
  - c. What will you have to learn how to do in order to do your job well?
7. After all students have shared their chosen professions, the class can discuss the following:
  - a. What will you do with the income you earn from these jobs?
  - b. What rules do you think you will have to follow once you are adults? Who makes those rules?
  - c. How will you get the goods and services you need that you cannot provide yourself?
  - d. How will your responsibilities be similar to and different from the responsibilities of adults you know right now?

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able participate successfully on their own, it would be best to let them do this independently.*

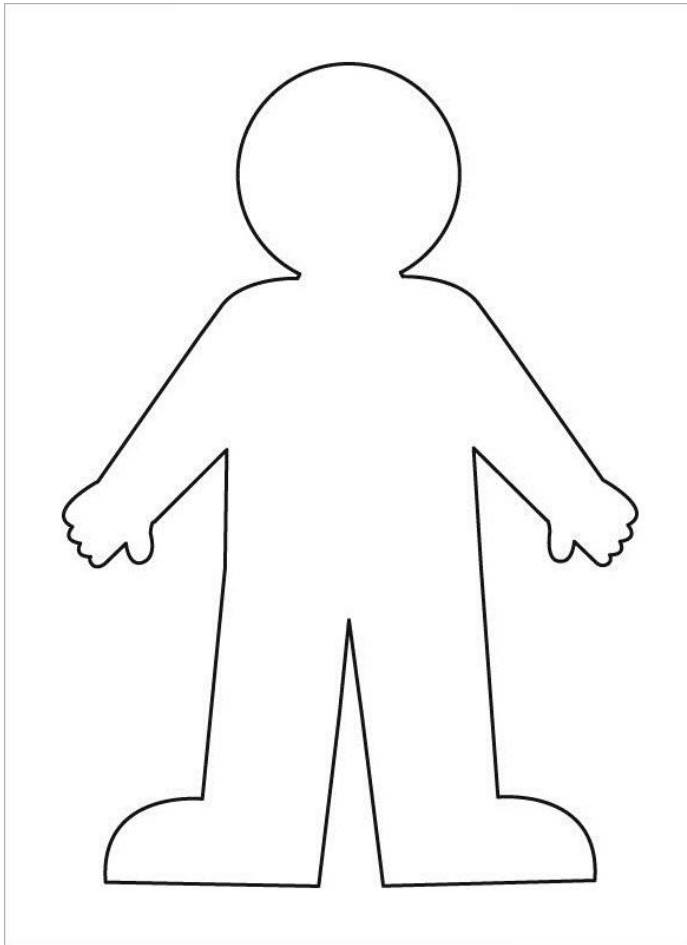
1. Using the above lesson as a starting point, take extra time helping students prepare.

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<p>2. Talk about the images with your students. Talk through their choice and let them share their thinking. They may need to be guided with prompts. “What do you think you would like to be?”, “Oh that’s a great choice, why did you choose that job?,” “How do they help people?,” “Do they have to wear special clothes, etc.”</p> <p>3. As students are preparing, give them time to practice their presentation in an unthreatening way: with another teacher, with a small group of peers, to a small group of students in a younger grade, etc.</p> <p>Be mindful of when students share their presentation. Some students will do best sharing after they have seen other students go as a model before them. If a child is hesitant to participate, try partnering them with another student who chose the same or similar career. They could speak together sharing the parts they are most comfortable with. They could also hold props or a sign, if they don’t feel comfortable speaking in front of the group.</p>	
<b>GSE Standards and Elements</b>	SSKH3c,d,e; SSKCG1; SSKE1; SSKE2: SSKE3a; SSKE4
<b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	Information Processing Skills: 3 Enduring Understandings: Culture; Individuals, Groups, Institutions; Scarcity; Time, Change, and Continuity

## My Job

*Finish the picture to show you in your chosen job. Add labels to explain details on your picture. Then, complete the statements to help get ready for your presentation.*



As an adult, I would like to:

I have chosen this job because:

This job helps my community by: