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# Tennessee K Social Studies

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                          |
|------------------|--------------------------------------------------------------------------|
| State            | Tennessee                                                                |
| Grade            | K (Early Childhood)                                                      |
| Subject          | Social Studies                                                           |
| Course category  | Core                                                                     |
| Standards family | Social Studies                                                           |
| Framework        | Tennessee Academic Standards for Social Studies (approved 29 March 2017) |
| Issuing agency   | Tennessee Department of Education                                        |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Symbols Stand for Something

### Unit 3: Symbols We Share · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is a symbol?                                                                                                                                                                                                                                                            |
| Standards          | <b>Symbols, Customs and Celebrations -&gt; K.05 Kindergarten Social Studies</b> — Explain the benefits of saving money.<br><b>K.06 Kindergarten Social Studies</b> — Recognize and describe different types of jobs, including work done in the home, school, and community. |
| Learning target    | "I know a symbol stands for something."                                                                                                                                                                                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                              |

#### Measurable objectives

- Students will explain that a symbol stands for something else.
- Students will identify symbols in their own environment.

#### Success criteria (student-friendly)

- "I find a symbol."
- "I say what it stands for."
- "I explain why it is used."

#### Academic vocabulary

symbol, stand for, represent, sign, meaning

#### Materials and technology

- Everyday symbol cards
- Road and safety signs
- Chart paper
- Drawing materials
- School emblem

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Check: child identifies a symbol and states its meaning.

### Family communication

Point out a sign on the way home and ask what it means.

## Day 41 — Signs We Already Know

Week 9, Day 1 · Unit 3 · Standards: K.05, K.06

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Everyday symbols.                       |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: teacher shows a familiar sign. Explore: children identify signs. Discuss: how do you know what it means? Apply: sign chart. Close: chart posted.

### Check for understanding

Student states what a common sign means.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Why Use a Picture Instead of Words?

Week 9, Day 2 • Unit 3 • Standards: K.05, K.06

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | The purpose of symbols.                 |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: sign chart. Explore: children compare a sign and a sentence. Discuss: which is faster? Apply: reasons listed. Close: purpose named.

### Check for understanding

Student explains why a symbol is used instead of words.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Our School's Symbol

Week 9, Day 3 · Unit 3 · Standards: K.05, K.06

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Group identity symbols.                 |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: purpose. Explore: children examine the school emblem. Discuss: what does it say about us? Apply: emblem discussed. Close: link to class emblem.

### Check for understanding

Student explains what the school emblem represents.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Designing a Symbol

Week 9, Day 4 · Unit 3 · Standards: K.05, K.06

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Creating a symbol.                      |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: school emblem. Explore: children design a symbol for their class or family. Discuss: why that image?  
Apply: symbols drawn. Close: gallery.

### Check for understanding

Student designs a symbol and explains what it stands for.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Symbols All Around Us

Week 9, Day 5 · Unit 3 · Standards: K.05, K.06

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Symbol hunt.                            |
| Learning target   | "I know a symbol stands for something." |
| Vocabulary in use | symbol, stand for, represent            |
| Local date        | _____                                   |

### Learning sequence

Connect: designed symbols. Explore: children hunt for symbols around school. Discuss: which were hardest? Apply: hunt sheet. Close: findings charted.

### Check for understanding

Student finds a symbol in the school and states its meaning.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Tennessee Department of Education. Tennessee Academic Standards for Social Studies (approved 29 March 2017). Tennessee approved revised social studies standards in February 2024, but they do not take effect until the 2027-28 school year. This planner cites the standards in force, approved 29 March 2017 and implemented from 2019-20, because those are the standards a Tennessee classroom is teaching to now. The state publishes a crosswalk between the two. Retrieved 2026-07-27 from <https://www.tn.gov/education/districts/academic-standards/social-studies-standards.html>