
Social Studies: Kindergarten

Standards Introduction: The standards for the students in kindergarten include the basic concepts of the individual, family, and neighborhood. Instruction centers on the similar and different ways that individuals and groups address human needs and concerns. Students learn vocabulary associated with time such as past, present, future, and long ago. Students use maps and globes to identify and locate some places and geographic features. They learn the concepts of self-control, fairness, and leadership. Citizenship education emphasizes following rules and respecting the rights of people. Students build time lines, identify the purposes of government, and use economic concepts. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

SK1a: follow directions.

SK1b: locate places on a map and globe.

SK1c: acquire information through listening and observing.

SK1d: arrange events and ideas in sequence.

SK1e: construct simple picture maps and graphs.

SK1f: participate in making rules and guidelines.

SK1g: participate in simulations using technology.

Strand/Theme:

SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

SS1a: identify examples of good citizenship.

SS1b: work with a partner.

SS1c: participate in a sharing experience.

SS1d: use compromise as one way to cooperate.

SS1e: recognize the flag as a symbol of the United States.

Strand/Theme:

SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

SS2a: identify various family structures (e.g., extended families, changing families).

SS2b: define and use vocabulary appropriate to the family structure (e.g., grandparent, aunt, and uncle).

SS2c: identify various types of shelters, food, and clothing.

SS2d: describe customs of specific holiday celebrations.

Strand/Theme:

SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- Standards: **SS3a:** identify personal information about oneself.
 SS3b: recognize people from different times and places.
 SS3c: sequence the events of a daily routine.

Strand/Theme:
SS4 Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Standards: **SS4a:** describe how maps show where people live.
 SS4b: recognize that the globe is a model of the earth.
 SS4c: use a globe to describe features of the earth.
 SS4d: compare/contrast relative location of people, places, and things (e.g., near, far, over, under).

Strand/Theme:
SS5 Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Standards: **SS5a:** recognize and describe feelings.
 SS5b: exhibit friendliness, thoughtfulness and helpfulness.
 SS5c: demonstrate self-control.
 SS5d: show respect and concern for the rights of others.

Strand/Theme:
SS6 Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- Standards: **SS6a:** explain the need for rules.
 SS6b: recognize the need for authority.
 SS6c: identify community helpers and their roles.
 SS6d: participate in walks or trips to places in the community and relate what has been seen.

Strand/Theme:
SS7 Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Standards: **SS7a:** distinguish between wants and needs.
 SS7b: participate in activities that require division of jobs.
 SS7c: Identify uses of money.

Strand/Theme:
SS8 Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Standards: **SS8a:** explain rights and responsibilities of students.
 SS8b: identify rules that provide order, security, and safety in home and school.

SS8c: describe consequences of breaking rules.

Strand/Theme:

**SS9 Science,
Technology,
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

SS9a: recycle, reuse, reduce.

SS9b: explore the uses of technology.

Strand/Theme:

**SS10 Global
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

SS10a: develop friendships with people of varying backgrounds.

SS10b: develop and use skills to communicate with individual and groups.

SS10c: participate in activities with people from diverse backgrounds.