

Social Studies - Kindergarten

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

Accomplishments

K.1.01 Understand the diversity of human cultures.

- a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics.
- b. Identify differences among people.
- c. Recognize how individuals learn to do skills and customs from their culture.
- d. Recognize all cultures have family units where decisions are made.

K.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Understand that some differences among people are a result of their culture.
- b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
- c. Explain how means of transportation may be diversified in different cultures in response to the environment.
- d. Compare family customs and traditions among cultures.
- e. Describe customs of the local community.

K.1.03 Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the development of civilizations.

- a. Recognize contributions of different cultures around the world.
- b. Explain the value of family traditions and customs.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

Accomplishments

K.2.01 Describe potential costs and benefits of personal economic choices in a market economy.

- a. Identify basic human needs.
- b. Explain how basic human needs of food, clothing, shelter, and transportation are met.
- c. Understand that people create shelter according to both culture and environment.

K.2.02 Give examples of the interaction of businesses and governments in a market economy.

- a. Recognize how jobs are similar and different from one community to another.
- b. Identify jobs in the home, and school.

K.2.03 Understand fundamental economic concepts.

- a. Explain why people have jobs.
- b. Distinguish between needs and wants.
- c. Recognize that all jobs are significant and realize that some jobs are interdependent.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

Accomplishments

K.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Explain what a globe and map represent.
- b. Use personal directions such as up, down, left, right, near and far to describe relative direction.
- c. Locate places in community such as the student's home and the classroom on the campus.

K.3.02 Recognize the interaction between human and physical systems around the world.

- a. Identify the human characteristics of places such as types of houses and ways of earning a living.
- b. Describe how weather impacts every daily life.
- c. Describe seasons.

K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

- a. Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.
- b. Describe how landforms and bodies of water influence where and how people live.
- c. Describe personal connections to place, especially place as associated with immediate surroundings.

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

Accomplishments

K.4.01 Discuss the structure and purposes of governance.

- a. Recognize that a person is a citizen of the country in which he/she is born.
- b. Understand that rules are created to protect an environment.
- c. Know that family structures can change.
- d. Identify authority figures in the home, school, and community.
- e. Explain how authority figures make and enforce rules.
- f. Explain the use of voting as a method for group decision-making.

K.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- a. Recognize the need for rules for daily living and fair treatment of others.
- b. Identify purposes for having rules.
- c. Be aware that laws and rules are followed and created by the people, school, community, and country.

K.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

- a. Know rules of safety including signs and signals.
- b. Define cooperation.

K.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

- a. Identify the flags of the United States and Tennessee.
- b. Recite the Pledge of Allegiance.
- c. Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

Accomplishments

K.5.01 Identify major events, people, and patterns Tennessee, United States, and world history.

- a. Define history as the story of our past.
- b. Recall events in the past and present in order to recognize that individuals have a personal history.

K.5.02 Understand the place of historical events in the context of past, present, and future.

- a. Recognize that change occurs over time.
- b. Observe how sites in neighborhoods and communities change over time.

K.5.03 Explain how to use historical information acquired from a variety of sources.

- a. Recognize that each family has a family tree.
- b. Recall family stories and celebrations to develop a personal history.
- c. Illustrate a family history to demonstrate that every family has a heritage.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

Accomplishments

K.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Describe how individuals meet their needs and wants through different means.
- b. Know that individuals choose jobs that impact their lives, families and communities.
- c. Explain that people learn in the context of families, peers, schools, and communities.
- d. Give examples of how learning and physical development affect behavior.
- e. Explain the consequences of an individual's decisions and actions.

K.6.02 Understand how groups can impact change at the local, state, national, and world levels.

- a. Recognize individuals have a space or develop an understanding of space and spatial relationships.
- b. Understand that cooperation is necessary when working within large and small groups to complete tasks.
- c. Work independently and cooperatively to accomplish goals.
- d. Describe how groups are made up of people who work, play, or learn together and share common interests.