



**Grade-Level Standards
for Social Studies**

Grades K-3

KINDERGARTEN

Foundations of Social Studies: Children as Citizens

Social studies in kindergarten focuses on those aspects of living that affect the children and their families. The classroom serves as a model of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live. The students learn about the nature of their physical environment—home, school, neighborhood, and town, including how the people in their community provide goods and services. They also learn about the role of families now and in the past; the need for rules and authority; and the values of American **democracy** as reflected in the traditions and history of the nation.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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Foundations of Social Studies: Children as Citizens

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.
- K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.
- K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.
- K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).

Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard K-2: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.

Enduring Understanding

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.
- K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.
- K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.
- K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.

Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.*
- Identify his or her place in the family, school, and community.
- Practice responsible citizenship within his or her school, community, and state.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard K-3: The student will demonstrate an understanding of the values that American **democracy** represents and upholds.

Enduring Understanding

The core values of American **democracy** are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and “The Star-Spangled Banner.”
- K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President’s Day, Memorial Day, and Independence Day.
- K-3.3 Describe the actions of important figures that reflect the values of American **democracy**, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.

Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Measure and calculate calendar time.
- Interpret information from a variety of social studies resources.*

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Foundations of Social Studies: Children as Citizens

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- K-4.1 Compare the daily lives of children and their families in the past and in the present.
- K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.
- K-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.
- K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.

Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.*
- Distinguish between wants and needs and between consumers and producers.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.