

## ***SOCIAL STUDIES*** ***Kindergarten***

### **CULTURE**

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

<b>Key</b>	<b>Reporting Category</b>		
<b>I/D</b>		Identify personal attributes, such as physical characteristics, that are common to all people.	
<b>I/D</b>		Identify differences among people.	
<b>I</b>		Recognize how individuals learn to do skills and customs from their culture.	
<b>I/D</b>		Recognize all cultures have family units where decisions are made.	
<b>I</b>		Understand that some differences among people are a result of their culture.	
<b>I</b>		Identify similarities and differences in food, clothes, homes, games, and families in different cultures.	
<b>I/D</b>		Explain how means of transportation may be diversified in different cultures in response to the environment.	
<b>I</b>		Compare family customs and traditions among cultures.	
<b>I</b>		Describe customs of the local community.	
<b>I</b>		Recognize contributions of different cultures around the world.	
<b>I</b>		Explain the value of family traditions and customs.	

### **ECONOMICS**

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

<b>I/D</b>		Identify basic human needs.	What's That, Habitat?, p.W56 Beautiful Basics, p.W58 Everybody Needs a Home, p.W59
<b>I/D</b>		Explain how basic human needs of food, clothing, shelter, and transportation are met.	What's That, Habitat?, p.W56 Everybody Needs a Home, p.W59
<b>I</b>		Understand that people create shelter according to both culture and environment.	Everybody Needs a Home, p.W59
<b>I</b>		Recognize how jobs are similar and different from one community to another.	
<b>I/D</b>		Explain why people have jobs.	
<b>I/D</b>		Distinguish between needs and wants.	
<b>I</b>		Recognize that all jobs are significant and realize that some jobs are interdependent.	

### **GEOGRAPHY**

*Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student 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 use of geography.*

<b>I</b>		Explain what a globe and map represent.	
<b>I</b>		Use personal directions such as up, down, left, right, near and far to describe relative direction.	
<b>I</b>		Locate places in community such as the student's home and the classroom on the campus.	
<b>I</b>		Identify the human characteristics of places such as types of houses and ways of	

		earning a living.	
<b>I</b>		Describe how weather impacts daily life.	
<b>I</b>		Describe seasons.	
<b>I</b>		Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.	
<b>I</b>		Describe how landforms and bodies of water influence where and how people live.	
<b>I</b>		Describe personal connections to place, especially place as associated with immediate surroundings.	

### GOVERNANCE AND CIVICS

*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.*

<b>I</b>		Recognize that a person is a citizen of the country in which he/she is born.	
<b>I</b>		Understand that rules are created to protect an environment.	Plastic Jellyfish, p.AW128 (Extension)
<b>I/D</b>		Know that family structures can change.	
<b>I</b>		Identify authority figures in the home, school, and community.	
<b>I</b>		Explain how authority figures make and enforce rules.	
<b>I</b>		Explain the use of voting as a method for group decision-making.	
<b>I/D</b>		Recognize the need for rules for daily living and fair treatment of others.	
<b>I/D</b>		Identify purposes for having rules.	
<b>I/D</b>		Be aware that laws and rules are followed and created by the people, school, community, and country.	
<b>I/D</b>		Know rules of safety including signs and signals.	
<b>I/D</b>		Define cooperation.	
<b>I</b>		Identify the flags of the United States and Tennessee.	
<b>I</b>		Recite the Pledge of Allegiance.	
<b>I</b>		Explain the reasons for national patriotic holidays such as President’s Day, Martin Luther King, Jr. Day, and Independence Day.	

### HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

<b>I</b>		Define history as the story of our past.	
<b>I</b>		Recall events in the past and present in order to recognize that individuals have a personal history.	
<b>I</b>		Recognize that change occurs over time.	Environmental Barometer, p.W77
<b>I</b>		Observe how sites in neighborhoods and communities change over time.	Environmental Barometer, p.W77 (Extension)
<b>I/D</b>		Recognize that each family has a family tree.	
<b>I/D</b>		Recall family stories and celebrations to develop a personal history.	
<b>I</b>		Illustrate a family history to demonstrate that every family has a heritage.	

### INDIVIDUALS, GROUPS, AND INTERACTIONS

*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.*

<b>D</b>		Describe how individuals meet their needs and wants through different means.	
<b>D</b>		Know that individuals choose jobs that impact their lives, families, and	

		communities.	
<b>I</b>		Explain that people learn in the context of families, peers, schools, and communities.	
<b>I</b>		Give examples of how learning and physical development affect behavior.	
<b>I</b>		Explain the consequences of an individual's decisions and actions.	Ethi-Thinking, p.W303 Playing Lightly on the Earth, p.W432
<b>I</b>		Recognize that individuals have a space or develop an understanding of space and spatial relationships.	
<b>I</b>		Understand that cooperation is necessary when working within large and small groups to complete tasks.	
<b>I</b>		Work independently and cooperatively to accomplish goals.	
<b>I</b>		Describe how groups are made up of people who work, play, or learn together and share common interests.	

**SOCIAL STUDIES PROCESS SKILLS**

*The student will use social studies process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.*

<b>I</b>		Use picture clues and picture captions to aid comprehension to acquire information.	
<b>I</b>		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	