

Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

History

In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social studies with the language arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

Geography

Using the immediate environment, students develop geographic awareness. They begin to recognize that geographers use maps to represent places. As a prerequisite to developing a spatial perspective, students explore positional and directional words and their meaning to identify significant locations in the classroom. The introduction of the concept that people use the environment to fulfill human needs and wants prepares students for a more in-depth study of human-environment interactions in subsequent grades.

Civics

The content expectations lay the foundation for the development of civics by focusing on the values and principles of American democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the American flag. Kindergarten also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic republic.

Economics

Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfill those wants, and recognize exchanges in which they participate. These foundational ideas prepare students for a deeper understanding of economics in succeeding grades.

Public Discourse, Decision Making, and Citizen Involvement

Using classroom issues as examples, kindergarten students are introduced to the idea of public issues and the importance of citizen action in a democratic republic. Kindergarten students learn that people have different opinions on issues and begin to develop competency in expressing their own opinions relative to classroom issues. Students also begin to construct and explain simple graphs as a way of interpreting and analyzing data relating to public issues. This foundational knowledge is built upon throughout the grades as students learn how, when, and where to communicate their positions on public issues with a reasoned argument.

HISTORY**H2 Living and Working Together**

Use historical thinking to understand the past.

- K – H2.0.1 Distinguish among yesterday, today, tomorrow.
- K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.
- K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

GEOGRAPHY**G1 The World in Spatial Terms**

Use geographic representations to acquire, process, and report information from a spatial perspective.

- K – G1.0.1 Recognize that maps and globes represent places.
- K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

G5 Environment and Society

Understand the effects of human-environment interactions.

- K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

CIVICS AND GOVERNMENT**C2 Values and Principles of American Democracy**

Understand values and principles of American constitutional democracy.

- K – C2.0.1 Identify our country's flag as an important symbol of the United States.
- K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- K – C2.0.3 Describe fair ways for groups to make decisions.

C5 Role of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- K - E1.0.1 Describe economic wants they have experienced.
- K - E1.0.2 Distinguish between goods and services.
- K - E1.0.3 Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- K – P3.1.1 Identify classroom issues.
- K – P3.1.2 Use simple graphs to explain information about a classroom issue.
- K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- K – P3.3.1 Express a position on a classroom issue.

P4.2 Citizen Involvement

Act constructively to further the public good.

- K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- K – P4.2.2 Participate in projects to help or inform others.