

**Subject/Course 0470 Level KG**

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings and learn to describe a sequence of events in a day. They also become familiar with geographic relationships, such as location (here, there, over, under) direction (up, down) size (big, little) and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology and electronic and print media, as a means of gathering, organizing, analyzing information, and answering questions. Students should have the opportunity to learn through peer interaction and participation in large and small groups, as well as through individual learning activities.

Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

**Standard 1 — History**

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

**Standard 2 — Civics and Government**

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

**Standard 3 — Geography**

Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

**Standard 4 — Economics**

Students explain that people do different jobs and work to meet basic economic wants and needs.

## Standard 1 History

*Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.*

### Historical Knowledge

- K.1.1** Compare children and families of today with those from the past.  
**Example:** Compare clothing, houses, and other objects.
- K.1.2** Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.  
**Example:** George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., Thanksgiving, Columbus Day, Grandparent's Day, and birthdays.

### Chronological Thinking

- K.1.3** Identify and order events that takes place in a sequence.  
**Example:** Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.
- K.1.4** Explain that calendars are used to represent the days of the week and months of the year  
**Example:** Use a calendar to identify days of the week and school activities and birthdays.

## Standard 2 Civics and Government

*Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.*

### Foundations of Government

- K.2.1** Give examples of people who are community helpers and leaders and describe how they help us.  
**Example:** Parents, teachers, school principal, bus drivers and policemen
- K.2.2** Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

### Functions of Government

- K.2.3** Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.

### Roles of Citizens

- K.2.4** Give examples of how to be a responsible family member and member of a group.  
**Example:** Respecting the property and rights of others, being honest and truthful, and respecting authority\*  
\* **authority:** power that people have the right to use because of custom or law

## Standard 3 Geography

*Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.*

### The World in Spatial Terms

- K.3.1** Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.  
**Example:** Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.
- K.3.2** Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

### Places and Regions

- K.3.3** Locate and describe places in the school and community.  
**Example:** Cafeteria, library, office, restrooms, gym and the fire station
- K.3.4** Identify and describe the address and location of school; understand the importance of an address.

### Physical Systems

- K.3.5** Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.  
**Example:** In different seasons, people wear different kinds of clothing.

### Human Systems

- K.3.6** Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.  
**Example:** Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

### Environment and Society

- K.3.7** Recommend ways that people can improve their environment at home, in school, and in the neighborhood.

## Standard 4 Economics

*Students explain that people do different jobs and work to meet basic economic wants and needs.*

- K.4.1** Explain that people work to earn money to buy the things they want and need.
- K.4.2** Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.  
**Example:** Use picture books, stories and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.
- K.4.3** Explain why people in a community choose different jobs.  
**Example:** People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job
- K.4.4** Give examples of work activities that people do at home.