

WISSAHICKON SCHOOL DISTRICT
Ambler, Pennsylvania 19002-3496

Social Studies Standards
For
Kindergarten

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5. Civics and Government Standards – Kindergarten

5.1.K Demonstrate understanding of the principles of government

Demonstrate what government is

Explain the purposes of the rules and laws and why they are important in the classroom, school, and community

Define the principles and ideas shaping government such as:

- Justice
- Truth
- Diversity of people and ideas
- Patriotism
- Common good
- Liberty
- Rule of law
- Leadership
- Citizenship

Describe the purpose of the United States Flag, The Pledge of Allegiance, and the National Anthem.

5.2.K Demonstrate understanding of the rights and responsibilities of citizenship.

Identify examples of the rights and responsibilities of citizenship including:

- Personal rights
- Political rights
- Economic rights
- Personal responsibilities
- Civic responsibilities

Identify personal rights and responsibilities

Identify sources of conflict and disagreement and different ways conflicts can be resolved

Identify the importance of political leadership and public service in the school, community, state and nation

Describe ways citizens can influence the decisions and actions of government

Explain the benefits of following rules and laws and the consequences of violating them

Identify ways to participate in government and civic life

5.3.K Explain how Government Works
Identify reasons for rules and laws in the school and community
Identify positions of authority at school and in local, state and national governments
Explain what an election is
Explain why being treated fairly is important
Identify individual interests and explain ways to influence others
Identify the role of the media in society

5.4.K. Demonstrate understanding of how international relationships function

Recognize that the world is divided into various political units

Identify ways in which countries interact with the United States

Identify how nations work together to solve problems

6. Economics Standards – Kindergarten

6.1.K. Demonstrate understanding of the characteristics of economic systems

Demonstrate how individuals, families and communities with limited resources make choices

6.2.K. Demonstrate understanding of markets and the economic functions of government

Identify and compare means of payments

- Barter
- Money

Identify who supplies a product and who demands a product

Define price and identify the prices of different items

Identify goods and services produced by the government (e.g. postal service, food inspection)

6.3.K. Define and explain the economic concepts: Scarcity and choice
Define scarcity and identify limited resources scarcity
Define and identify wants of different people
Identify and define natural, human and capital resources
Identify costs and benefits associated with an economic decision
Explain what is given up when making a choice
Explain how self interest influences choice

6.4.K. Define and explain economic interdependence

Explain why people trade

Explain why goods, services and resources come from all over the nation and the world

Explain why some products are produced locally while others are not

6.5.K. Explain how and why people work and receive earnings

Explain why people work to get goods and services

Identify different occupations

Describe businesses that provide goods and businesses that provide services

Define savings and explain why people save

7. Geography Standards – Kindergarten

7.1.K. Demonstrate understanding of basic geographic literacy concepts and tools

Identify and use different geographic representations including:

- Maps
- Globes
- Graphs
- Diagrams
- Photographs

Identify and use geographical representations to display spatial information such as:

- Sketch maps
- Thematic maps

Identify and locate places and regions

- Physical features
 - Continents and oceans
 - Major landforms, rivers and lakes in North America
 - Local community
- Human features
 - Countries (e.g. United States)
 - States (e.g. Pennsylvania)
 - Cities (e.g. Philadelphia)
 - Local community
- Regions as areas with unifying geographic characteristics
 - Physical regions (i.e. landform regions, climate regions)
 - Human regions (i.e. neighborhoods, cities, states, countries)

7.2.K. Identify and describe the physical features of places and regions

Identify the basic physical processes that affect the physical characteristics of places and regions including:

- Earth-sun relationships (i.e., seasons and length of day, weather and climate)
- Extreme physical events (e.g. earthquake, floods, hurricanes, tornadoes)

7.3.K. Identify and describe the human characteristics of places and regions

Identify the human characteristics of places and regions by their cultural characteristics

- Components of culture (i.e., language, belief systems and customs, social organizations, foods, ethnicity)
- Ethnicity of people in the local community (i.e., customs, celebrations, languages, religions)

Identify the human characteristics of places and regions by their settlement characteristics

- Types of settlements (i.e. villages, towns, suburbs, cities, metropolitan areas)
- Factors that affect where people settle (i.e., water, resources, transportation)

7.4.K. Identify and describe the interactions between people and places

Identify the impacts of physical systems on people

- How people depend on, adjust to and modify physical systems on a local scale (i.e., soil quality and agriculture, snowfall and daily activities, drought and water use)
- Ways in which natural hazards affect human activities (i.e., storms, lightning, flooding)

8. History Standards – Kindergarten

8.1.K. Demonstrate understanding of historical analysis and develop skills to use it

Identify chronological thinking and develop a sense that history happens over time

- Calendar time
- Time lines
- Continuity and change
- Events (time and place)

Develop and describe historical comprehension

- Data in historical maps
- Visual data from maps and tables
- Mathematical data from graphs and tables
- Author or source

Understand the fundamentals of historical interpretation

- Difference between fact and opinion
- Existence of multiple points of view
- Illustrations in historical stories
- Cause and result

Identify historical research

- Event (time and place)
- Facts, folklore and fiction
- Conclusions (i.e., storytelling, role playing, diorama)

8.2.K. Demonstrate knowledge and understanding of Pennsylvania History

Recognize the importance of individuals and groups who have made a difference in the history of Pennsylvania

- Pennsylvanians impacting American culture (i.e., John Chapman, Betsy Ross, Rachel Carson)
- Local historical figures in municipalities and countries

8.3.K. Demonstrate knowledge and understanding of United States History

Recognize the importance of individuals who have made a difference in the United States

- George Washington
- Abraham Lincoln
- Individuals who are role models (i.e. Sacajawea, Jackie Robinson, Rosa Parks, Sally Ride)

(There will be an addendum of suggested biographies in the near future.)

Identify and describe the importance of historical evidence

- Historic structures and symbols (i.e. the Flag of the United States, the White House, the Capitol Building, Jefferson Memorial, Lincoln Memorial, Washington Monument, Statute of Liberty)

Identify continuity and change in the history of the United States (i.e. transportation, women's movement)

Identify conflict and impacting United States history

- Racial and ethnic relations (i.e., treatment of various ethnic and racial groups in history)

8.4.K. Demonstrate knowledge and understanding of World history

Identify similarities and differences in world religions

Identify conflict and cooperation in world history

- ~~Racial and ethnic relations (i.e., treatment of various ethnic and racial groups in history)~~
- ~~Military conflicts (i.e., impact of wars)~~
- ***Conflict between and among groups of people and compromises to resolve them***
- ***Wars between and among nations and treaties to end them***

9. Arts and Humanities Standards

<p>9.1.K. Engage in the production, performance and exhibition of Dance, Music, Theatre and Visual Arts</p>
<p>Know and use the elements of each art form to create works in the arts and humanities</p> <ul style="list-style-type: none">• Dance (energy/force/space/time)• Music (duration/intensity/pitch/timbre)• Theatre (scenario/script/text/set design)• Visual Arts (color/form/shape/line/space/texture/value)
<p>Recognize and use fundamental vocabulary within each of the arts forms</p>
<p>Use knowledge of varied styles within each art form through a performance or exhibition of unique work</p>
<p>Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts</p>
<p>Identify works of others through a performance or exhibition (i.e., exhibition of student paintings based on the study of Picasso)</p>
<p>Recognize the function of rehearsals and practice sessions</p>
<p>Handle materials, equipment and tools safely</p> <ul style="list-style-type: none">• Identify materials used• Identify issues of cleanliness• Recognize the need to select safe props/stage equipment• Identify methods in the arts

Identify arts events that take place in schools and in communities

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others

- Know and use traditional technologies (i.e., pigments, clay, needle/thread, stencils, looms, stage equipment)
- Know and use contemporary technologies (i.e., CDs/software, audio/sound equipment, clays, photographs)

9.2.K. Identify and explain historical and cultural contexts of the arts and humanities

Explain the historical cultural and social context of an individual work in the arts

Analyze a work of art from its historical and cultural perspective

Know and use appropriate vocabulary used between social studies and the arts and humanities

Relate works in the arts to geographic regions:

- Africa
- Asia
- Central America
- North America
- South America

Identify, explain and analyze philosophical beliefs as they relate to works in the arts (i.e., classical architecture, rock music, Native American dance, contemporary American musical theatre)

Identify, explain and analyze historical and cultural difference as they relate to works in the arts (i.e., Shakespeare, works by Michelangelo, ethnic dance and music)

Identify, explain and analyze traditions as they relate to works in the arts (i.e., story telling – plays, oral histories – poetry, work songs – blue grass)

9.3.K. Be able to offer critical response to works in the arts and humanities

Know classification skills with materials and processes used to create works in the arts (i.e., sorting and matching textiles, musical chants, television comedies)

Recognize and identify types of critical analysis in the arts and humanities

- Intuitive criticism