

Kindergarten Social Studies Exiting Skills

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Kindergarten students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Define and properly use the following terms: chronological and sequential orders, years, decades, centuries.
- ✓ Show local history on timeline organized by years, decades, and centuries.
- ✓ Determine beginning and ending dates for timelines.
- ✓ Round dates to decades, centuries, etc.
- ✓ Define and identify “primary source”.
- ✓ Analyze: artifacts, maps, photos to indicated change over time.
- ✓ Nine characteristics of local community.
- ✓ Evaluate changes in local community.

Focus Skill Area: Heritage

- ✓ Study and present primary sources:
- ✓ Define and identify nine characteristics of local community.
- ✓ Research information about local community.
- ✓ Analyze information to identify how local community changed over years.
- ✓ Organize and present information about a change of characteristics in local community.

Domain: Government

Focus Skill Area: Spatial Thinking and Skills

- ✓ Define and properly use the following terms: physical map, political map, map title, map key, human features, physical features, landforms, cardinal directions, alphanumeric grid, relative location, local community.
- ✓ Describe the difference between physical map and political map.
- ✓ Describe the difference between human features and physical features.
- ✓ Find and use cardinal map directions to locate places in the community.
- ✓ Locate landmarks on a map in the community.
- ✓ Use an alphanumeric grid to find locations in the community.
- ✓ Use map titles and keys to help locate places in the community.

Focus Skill Area: Places and Regions

- ✓ Define and properly use the following terms: agriculture, industry, natural resources, communities, and artifacts, make inference.
- ✓ Use artifacts and photographs to make inferences.
- ✓ Evaluate the influence of agriculture on daily life both near and far.
- ✓ Create and apply a rubric to evaluate amount of change.
- ✓ Evaluate the influence of industry on daily life both near and far.
- ✓ Evaluate the influence of natural resources on daily life.

Focus Skill Area: Human Systems

- ✓ Define and properly use the following terms: human modification, environment, local community, dams, fertilizer, herbicides, pesticides, change.
- ✓ Identify human changes to the environment in the community.
- ✓ Describes human modifications to the environment in the community.
- ✓ Define systems of transportation.
- ✓ Define systems of communications.
- ✓ Give examples of moving people, places and products.
- ✓ Describes how transportation moves people, products, and ideas.
- ✓ Describes how communication moves people, products, and ideas.
- ✓ Define and properly use the following terms: community(ies), diverse, cultural groups, cultural practices, cultural products, artistic expressions, religion, language, food, cultural diversity.
- ✓ Define cultural groups.
- ✓ Identify four cultural practices/products for cultural groups in the community. Include artistic expression, religion, language, and food.
- ✓ Identify common attributes for different cultural groups.
- ✓ Compare two different cultural groups in the community.

Focus Skill Area: Civic Participation and Skills

- ✓ Define and properly use the following terms: local communities, social responsibility, political responsibility, democracy, respect rights, informed citizens, pay taxes, vote, obey laws, common good.
- ✓ Define social responsibility.
- ✓ Define political responsibility.
- ✓ Explain why it is my responsibility to respect the rights of others.
- ✓ Explain why it is my responsibility to be informed about local issues.

- ✓ Explain why it is my responsibility to vote.
- ✓ Explain why it is my responsibility to obey laws.
- ✓ Explain how my responsibilities help the common good in my community.
- ✓ Define and properly use the following terms: community, solving problems, common good, environment, homeless, citizenship traits, civility, volunteerism, compromise, compassion, persistence, civic-mindedness, problem solving, solution.
- ✓ Explain how practicing citizenship traits support the common good on the community.
- ✓ List problem solving steps.
- ✓ Follow the problem-solving steps modeled by the teacher.
- ✓ Apply the problem-solving steps in role play in a stated problem.
- ✓ Explain how using the problem-solving steps promotes the common good.
- ✓ Uses rubrics to evaluate the results of the problem-solving steps.

Focus Skill Area: Rules and Laws

- ✓ Define and properly use the following terms: laws, rules, authority, promote order, security, public service, rights of individuals, safety, orderliness, groups, consequences, obey the laws.
- ✓ Explain the reason why a community has laws.
- ✓ Give examples of laws that apply to groups.
- ✓ Describe a consequence for failure to obey a law.
- ✓ Explain how laws affect the way people behave. Can explain how laws help the community.
- ✓ Apply a rubric to evaluate the benefits of local laws.
- ✓ Define and properly use the following terms: government, authority, make laws, enforce laws, local government, order and security, public services, protect rights, safe/secure, consequences, fines, incarceration.
- ✓ Explain why a government can make a law.
- ✓ Explain why a government can enforce a law.
- ✓ Explain how a law helps people be safe and secure.
- ✓ Describe a consequence for not following a law.
- ✓ Explain why we have a local government to make and enforce laws.

Focus Skill Area: Roles and Systems of Government

- ✓ Define the four types of local government: Municipal, county, township, and special.

- ✓ Identify who has authority in their local government.
- ✓ Explain how the local authority obtained the job.
- ✓ Explain what the local authorities do in their jobs.
- ✓ Explain how local government is organized.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Define and properly use the following terms: line graph, data over time, variable, X-axis, Y-axis, evenly spaced intervals, plotted data.
- ✓ Identify the X-axis and the Y-axis.
- ✓ Place a variable in the proper place on a line graph.
- ✓ Interpret information and make a line graph.
- ✓ Explain the changes a line graph shows about a community.
- ✓ Identify common attributes to determine the amount of change.
- ✓ Define and properly use the following terms: positive incentives, consequences, negative incentives, choices, behaviors, economic, financial.
- ✓ Give examples of positive financial incentives.
- ✓ Give examples of negative financial incentives.
- ✓ Give examples incentives that influence choices people make.
- ✓ Give examples incentives that affect people's behavior.

Focus Skill Area: Scarcity

- ✓ Define and properly use the following terms: scarcity, resources, decision making, opportunity cost, economic choice, services.
- ✓ Give an example of a scarce resource for a good service.
- ✓ Describe an example of "Opportunity Cost" (giving up something to have something else.)

Focus Skill Area: Production and Consumption

- ✓ Define and properly use the following terms: consumer, goods, services, producer, production, wants.
- ✓ Explain the major difference between goods and services.
- ✓ Explain the major difference between consumer and producer.
- ✓ Identify consumers in your community.
- ✓ Identify producers in your community.

Focus Skill Area: Markets

- ✓ Define and properly use the following terms: market, buyer, seller, exchange, good, service, local community.
- ✓ Identify the difference between a buyer and a seller.
- ✓ Identify the difference between a good and a service.
- ✓ Describe a marketplace in your community.

Focus Skill Area: Financial Literacy

- ✓ Define and properly use the following terms: personal decision, costs, benefits, consequences, economic decisions.
- ✓ Explain the difference between a cost and a benefit.
- ✓ Identify the cost and benefit of your economic decision.
- ✓ Apply a rubric to measure the cost and benefits of an economic decision.
- ✓ Define and properly use the following terms: budget, personal economic decisions, financially responsible, income, cash flow.
- ✓ Explain the difference between budget and income.
- ✓ Plan a budget using a fixed income. (Designate the income)
- ✓ Explain the importance of planning a budget and its relationship to “cash flow”.
- ✓ Apply a rubric to measure the success or failure of a budget plan.

Domain: History

- ✓ Students in kindergarten use calendars to determine the day, week, month, and year. Students need to be able to list the days of the week and months of the year in order. Students should be able to place a series of events in chronological order and to learn about specific people in history.

Focus Skill Area: Historical Thinking and Skills

- ✓ Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Kindergarten students build on the understanding as they use artifacts, maps, and photographs to investigate change over time and answer questions about daily life from past to present.

Focus Skill Area: Heritage

- ✓ Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others. Advances in science and technology have changed and continue to change the way people have communicated and traveled.

KINDERGARTEN SOCIAL STUDIES

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Kindergarten.

THEME: PEOPLE WORKING TOGETHER – Work serves as an organizing theme for the kindergarten grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H K.1

Events in history can be shown in chronological order and on timeline. Time can be measured.

STANDARD

SS H K.1.1

Understand chronological vocabulary:

- Yesterday
- Today
- Tomorrow
- Long ago
- Time

SS H K.1.2

Tell a story using chronological vocabulary correctly.

ANCHOR STANDARD**SS H K.2****Understand the relationships among events and drawing conclusions.*****STANDARD***

SS H K.2.1

Develop a sense of time (e.g. birth, pre-school, kindergarten, etc.)

SS H K.2.2

Communicate personal history through personal stories and pictures.

Heritage***ANCHOR STANDARD*****SS H K.2.3****Communicate personal history in chronological order, through stories and pictures.*****STANDARD***

SS H K.3

Understand heritage is shaped from ideas and events in the world from the past.

SS H K.3.1

Know ideas and events of the past have shaped the heritage of today.

SS H K.3.2

Know reflections of heritage is reflected through arts, customs, and traditions.

SS H K.3.3

Understand the language you speak reflects your family heritage.

SS H K.3.4

Know that cultural heritage comes from your birth and family influence.

SS H K.3.5

Understand “cultural heritage” comes from your family’s influence.

ANCHOR STANDARD**SS H K.4****Understand the actions of individuals and groups have made a difference in the lives of others.**

STANDARD

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|------------|--|
| SS H K.4.1 | Understand that countries (Nations) are represented by symbols and practices. |
| SS H K.4.2 | Know the symbols of the United States
-American flag
-Pledge of Allegiance
-National Anthem |
| SS H K.4.3 | Draw a picture of the American flag |
| SS H K.4.4 | Recite the “Pledge of Allegiance” |
| SS H K.4.5 | Explain the term “Citizen” |
| SS H K.4.6 | Describe characteristics of a good citizen. |

GEOGRAPHY – G

Spatial Thinking and Skills

ANCHOR STANDARD

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| SS G K.1 | Understand the term “relative location” related to direction, distance of familiar places, and symbols as landmarks. |
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STANDARD

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| SS G K.1.2 | Understand to concept of “spatial thinking to “relative location”. |
| SS G K.1.3 | Know terms related to direction and distances. |
| SS G K.1.4 | Understand the terms:
-Up/down
-Over/under
-Here/there
-Front/back
-Behind/in front of |

SS G K.1.5 Understand the terms of symbols such as:

- Letters
- Numbers
- Logos
- Street signs
- Landmarks
- Schools
- Churches
- Hospitals

SS G K.1.6 Know the relative location of familiar places and symbols using appropriate terms.

Places and Regions

ANCHOR STANDARD

SS G K.2 Examine the relationships among people, places and environments by mapping, graphing, geographic data.

STANDARD

SS G K.2.1 Use models and maps to build concept of relative locations to familiar places.

SS G K.2.2 Locate and identify places on maps.

SS G K.2.3 Explain the meaning of symbols of the U.S.

SS G K.2.4 Explain “geographic data” to make visible stored information.

SS G K.2.5 Access, read, interpret, and create maps as tools of analysis.

HUMANS SYSTEMS

ANCHOR STANDARD

SS G K.3 Human systems represent the settlement and structures created by people on Earth’s surface.

STANDARD

SS G K.3.1 Explain how humans depend on and impact the physical environment to supply food, clothing, and shelter.

- SS G K.3.2 Explain that physical environment provides resources to meet the needs for humans.
- SS G K.3.3 Identify natural resources (i.e. water, trees, soil, sunlight).
- SS G K.3.4 Explain how humans impact the physical environment when using resources.

ANCHOR STANDARD

- SS G K.4 Describe how individuals are unique but share common characteristics.**

STANDARD

- SS G K.4.1 Give examples of characteristics that can be used to establish groups of people that share a characteristic (i.e. skin tones, hair textures, facial features, etc.).
- SS G K.4.2 Explain that individuals can be members of more than one **group**.

GOVERNMENT – GV

CIVIC PARTICIPATION AND SKILLS

ANCHOR STANDARD

- SS GV K.1 Civic participation shares the responsibilities that an individual actively engages in his or her community, state, or nation for the common good.**

STANDARD

- SS GV K.1.1 Explain the responsibilities of achieving common goals in schools, communities, and homes.
- SS GV K.1.2 Understand the following terms:
-Effective communication skills
-Negotiation
-Compromise
-Collaboration
- SS GV K.1.3 Explain democracy

SS GV K.1.4 Discuss why accessing and analyzing information is essential for citizens living in a democracy.

RULES AND LAWS

ANCHOR STANDARD

SS GV K.2 The purpose of rules and authority figures is to provide order, security and safety in homes, schools, and communities.

STANDARD

SS GV K.2.1 Explain why rules play an important role in establishing good behavior and order in schools, communities, and homes.

SS GV K.2.2 Discuss why establishing rules help provides order, security and safety in our homes, schools, and communities.

ECONOMICS – E

SCARCITY

ANCHOR STANDARD

SS E K.1 There are not enough resources to produce all the goods and services that people desire.

STANDARD

SS E K.1.1 Explain why individuals have many wants and make decisions to satisfy their wants and how it impacts others.

SS E K.1.2 Explain the difference between want and need.

SS E K.1.3 Explain the impact of others when there is scarcity with resources.

PRODUCTION AND CONSUMPTION

ANCHOR STANDARD

SS E K.2 Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.

STANDARD

SS E K.2.1 Identify how the following "goods" will satisfy people's wants:
-Bicycles
-Books
-Clothing
-Toys

-Gasoline

SS E K.2.2

Identify how the “services” are actions that can satisfy people’s wants:

- Fast Food (food service)
- Doctors (medical services)
- Lawn care
- Pet sitting
- Banks
- Auto repair
- Childcare