



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Social Studies

## KINDERGARTEN

### ***Living and Learning Together***

*In Kindergarten, students learn about their environment as they begin to distinguish events of the past from the present and begin the development of citizenship, thinking skills, and participation skills.*

The Archdiocese of Washington Academic Standards for social studies are organized around five 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 underneath each Standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

#### **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 country; identify symbols of the state/district and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.

#### **Standard 3 — Geography**

Students learn that maps and globes are different ways of representing Earth's surface and begin to explore the geographic characteristics of their homes, school, and community.

#### **Standard 4 — Economics**

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

#### **Standard 5 — Individuals, Society, and Culture**

Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.



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### *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.

#### **Historical Knowledge**

SS.K.1.1 Compare people, objects, and events of today and long ago.

Example: Compare objects of the past and present, such as a butter churn and a mixer; compare clothing, houses, and transportation of the past with the present.

SS.K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and people in the past.

Example: Identify Thanksgiving; the Reverend Martin Luther King, Jr. Day; Presidents' Day; Memorial Day; Veterans' Day.

SS.K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

Example: George Washington, George Rogers Clark, Mercy Otis Warren, Dolly Madison, Chief Little Turtle, Abraham Lincoln, Harriet Tubman, Tuskegee Airman Walter Palmer.

#### **Chronological Thinking**

SS.K.1.4 Identify and order events that take place in a sequence.

Example: Identify events in the school day as first, next, last; list the day's classroom activities in order; place events, such as birthdays, in order; use a calendar to identify national holidays and historical events.

SS.K.1.5 Explain that calendars are used to represent days of the week and months of the year.



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#### **Standard 2 - Civics and Government**

*Students learn that they are citizens of their school, community, and country; identify symbols of the state/district and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.*

#### **Foundations of Government**

SS.K.2.1 Identify and describe the roles and responsibilities of school personnel.

Example: Pastor, Principal, secretary, custodian, instructional assistant, bus driver, nurse, and teacher.

#### **Functions of Government**

SS.K.2.2 Give example of rules in the classroom and school and provide reasons for the specific rules.

SS.K.2.3 Identify symbols and traditions associated with being citizens of Maryland/District of Columbia and the United States.

Example: Identify the Maryland/District of Columbia flag and the United States flag.

#### **Roles of Citizens**

SS.K.2.4 Identify examples of responsible citizenship in the school setting and in stories about the past and present.

SS.K.2.5 Identify and follow school rules to ensure order and safety.



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#### **Standard 3 – Geography**

*Students learn that maps and globes are different ways of representing Earth's surface and begin to explore the geographic characteristics of their homes, school, and community.*

##### **The World in Spatial Terms**

- SS.K.3.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down.
- SS.K.3.2 Identify maps and globes as ways of representing Earth and identify map symbols for land and water.

##### **Places and Regions**

- SS.K.3.3 Describe people and places in the school and community.
- Example: People in the school might include school workers; places might include the cafeteria, office, and gym. People in the community might include firefighters; places might include the fire station.

##### **Physical Systems**

- SS.K.3.4 Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.
- Example: In different seasons, people wear different kinds of clothing.

##### **Human Systems**

- SS.K.3.5 Describe simple differences and similarities between ways people live in cities and on farms.

##### **Environment and Society**

- SS.K.3.6 Recommend ways that people can help keep their environment clean at home, in school and in the neighborhood.



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#### **Standard 4 - Economics**

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

SS.K.4.1 Explain that people work to earn money to buy the things they want.

SS.K.4.2 Identify different kinds of jobs that people do.

Example: Picture books and stories illustrate and identify different types of jobs, as well as tools and clothing used in different jobs.

SS.K.4.3 Explain why people in a community have 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.

SS.K.4.4 Give examples of work activities that people do at home.



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#### ***Standard 5 - Individuals, Society, and Culture***

*Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.*

- SS.K.5.1 Identify ways in which people are alike and different.  
Example: Identify qualities, such as interests, hobbies, skills, and experiences, which make individuals unique.
- SS.K.5.2 Identify individuals who are important in students' lives — such as parents, grandparents, guardians, and teachers — and give examples of how families cooperate and work together.
- SS.K.5.3 Give examples of how families in the community are similar and different, yet are part of the community.
- SS.K.5.4 Identify and compare similarities and differences in families in other places and cultures.  
Example: Use picture books and stories to show the similarities and differences in houses, clothing, work, and celebrations.