

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Kindergarten: Introduction to History and Social Science

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD K.1

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>History relates events that have already happened.</p> <p>History teaches us about the interesting lives of people long ago.</p> <p>We celebrate holidays to remember people and events of long ago.</p>	<p>What can we learn about people and events from long ago?</p> <p>Who are the people that we remember on these holidays?</p> <p>Why do we celebrate these holidays?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • long ago, past, present • real, make-believe • history: Events that have already happened <p>People to know</p> <ul style="list-style-type: none"> • Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes. • Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father's people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians. • George Washington: He was the first president of the United States and is often called the "Father of Our Country." • Betsy Ross: She is believed to have sewn one of the first flags for our country. • Abraham Lincoln: He was a United States president and is often called "Honest Abe." <p>Holidays to know</p> <ul style="list-style-type: none"> • Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November. • Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. • Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February. • Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July. 	<p>Use information from print and non-print sources.</p> <p>Separate fact from fiction.</p> <p>Identify primary ideas expressed in data.</p> <p>Use a calendar.</p>

STANDARD K.2

The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Everyday life today is different from everyday life long ago.</p> <p>Stories and families can describe events from the past.</p>	<p>How is everyday life today different from everyday life long ago?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• past: Something that has already happened• present: What is happening now <p>Information about life in the past is gained through the study of Thanksgiving and the stories of Powhatan, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.</p> <p>Descriptions of life in the past and present can be shared by families through pictures and stories.</p>	<p>Collect information from print and nonprint sources.</p> <p>Gather and classify information.</p> <p>Compare information.</p> <p>Describe a picture.</p>

STANDARD K.3

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things.</p> <p>There are certain words that help us describe where people, places, and things are located.</p>	<p>What words are used to describe the location of people, places, and things?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• near, far• above, below• left, right• behind, in front of <p>These words are used daily to describe where people, places, and things are located.</p>	<p>Describe the location of people, places, and things, using positional words.</p> <p>Develop beginning map skills through the manipulation of objects.</p> <p>Develop fluency in the use of directional words.</p>

STANDARD K.4

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps and globes represent the Earth.</p> <p>The location of places referenced in stories and real-life situations can be shown on maps and globes.</p> <p>Land and water features can be found on maps and globes.</p>	<p>What can be used to show a model of the Earth?</p> <p>How can maps be used to locate areas referenced in stories and real life?</p> <p>How are land and water features shown on maps and globes?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • map: A drawing that shows what a place looks like from above • globe: A round model of the Earth • model: Something that stands for something else <p>Maps or globes can show the location of places referenced in stories and real-life situations.</p> <p>Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.</p> <p>Land and water features on maps and globes are shown by different colors.</p>	<p>Identify and locate features on maps and globes.</p> <p>Use resource materials.</p> <p>Differentiate colored symbols on maps and globes.</p>

STANDARD K.5

The student will develop an awareness that maps and globes

- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Basic map concepts will help students use maps and globes.	Why are maps and globes important?	Basic concepts about maps and globes <ul style="list-style-type: none">• They show a view from above.• They show things and objects as they are, only smaller.• They show the position and/or location of things and objects.	Develop concepts of space by actively exploring the environment. Develop beginning map skills through manipulation of objects. Use maps of familiar objects or areas.

STANDARD K.6

The student will match simple descriptions of work that people do with the names of those jobs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People work at many jobs.	What are examples of jobs?	Examples of jobs <ul style="list-style-type: none">• Doctors are people who take care of other people when they are sick.• Builders are people who build houses and other buildings.• Teachers are people who help students learn.• Cooks are people who prepare meals.• Farmers are people who grow crops and raise animals.• Firefighters are people who put out fires.	Gather and classify information. Use and explain simple charts.

STANDARD K.7

The student will

- a) recognize that people make choices because they cannot have everything they want;
- b) explain that people work to earn money to buy the things they want.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People cannot have everything they want.</p> <p>People have to make choices about things they want.</p> <p>People work to earn money and use it to buy the things they want.</p>	<p>Why do people have to make choices?</p> <p>How do people earn money to buy the things they want?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• choice: Choosing among two or more things• wants: Things people would like to have<ul style="list-style-type: none">– Includes the basic needs—food, clothing, and shelter.• money: What people use to buy the things they want. Paper bills and coins are examples of money. <p>When people cannot have everything they want, they must choose something and give up something else.</p>	<p>Gather and classify information.</p> <p>Explain simple charts.</p>

STANDARD K.8

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom;
- g) participating successfully in group settings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																
<p>Good citizens are involved in their homes, schools, and communities.</p> <p>Good citizens take responsibility for their own actions.</p> <p>Good citizens participate in making decisions in the classroom.</p> <p>Good citizens work well with their classmates in groups.</p>	<p>In what ways are good citizens involved in their homes, schools, and communities?</p> <p>What actions show examples of being a good citizen at school?</p> <p>What are examples of rules? What are the consequences of breaking rules?</p> <p>What are ways to be good citizens when working with classmates in groups?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • community: A place where people live <p>Examples of being a good citizen</p> <ul style="list-style-type: none"> • Taking turns • Sharing • Completing classroom chores • Taking care of one's things • Respecting what belongs to others • Being honest • Practicing self-control • Being kind to others • Participating in making classroom decisions • Working well with classmates in groups <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Rule</th> <th>Results of following the rule</th> <th>Consequences of breaking the rule</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Home</td> <td><i>Put toys away.</i></td> <td>Toys are safe. You know where toys are located.</td> <td>Toys may be broken or lost.</td> </tr> <tr> <td style="text-align: center;">School</td> <td><i>Line up to go to the play-ground.</i></td> <td>Everyone gets there safely.</td> <td>Someone may get lost or hurt.</td> </tr> <tr> <td style="text-align: center;">Community</td> <td><i>Look both ways before crossing the street.</i></td> <td>Everyone crosses the street safely.</td> <td>Someone may get hurt.</td> </tr> </tbody> </table>		Rule	Results of following the rule	Consequences of breaking the rule	Home	<i>Put toys away.</i>	Toys are safe. You know where toys are located.	Toys may be broken or lost.	School	<i>Line up to go to the play-ground.</i>	Everyone gets there safely.	Someone may get lost or hurt.	Community	<i>Look both ways before crossing the street.</i>	Everyone crosses the street safely.	Someone may get hurt.	<p>Explain cause-and-effect relationships.</p> <p>Participate in groups and democratic society.</p>
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STANDARD K.9

The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has a national flag.</p> <p>The United States has a national pledge to the flag.</p> <p>The United States has a leader, who is called the president.</p>	<p>What does the American flag look like?</p> <p>What is the name of the pledge to the American flag?</p> <p>What is the name given to the leader of the United States?</p>	<p>The American flag has white stars on a blue rectangle, and it also has red and white stripes.</p> <p>The pledge to the American flag is called the Pledge of Allegiance.</p> <p>The president is the leader of the United States.</p>	<p>Participate in groups and democratic society.</p>