

Kindergarten: Introduction to History and Social Science

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STANDARD K-2 –History & Community

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

- identifying examples of historical events, stories, and legends that describe the development of the local community; and
- identifying people who helped establish and lead the local community over time.

ESSENTIAL UNDERSTANDINGS

History relates events that have already happened.

History teaches us about the interesting lives of people long ago.

Localities in Virginia recognize people who helped establish and lead the local community over time.

Terms to know

- history:** Events that have already happened
- community:** A place where people live, work, and play

Each local **community** has a unique **history** that includes **stories** and **legends** that have developed over time.

Localities recognize people who contributed to the development of the community over time.

Local schools and divisions may determine community-related events, stories, legends, and people to be studied.

STANDARD K-3 -

The student will sequence events in the past and present and begin to recognize that things change over time.

ESSENTIAL UNDERSTANDINGS

Everyday life today is different from everyday life long ago.

Stories and people can describe events from the past.

Terms to know

- past:** Something that has **already happened**
- present:** What is happening **now**

Information about **events** and **traditions** of the past is gained through the study of:

- Thanksgiving;**
- Martin Luther King, Jr., Day;**
- George Washington Day (Presidents' Day);**
- Independence Day (Fourth of July).**

Events and traditions can be placed in **chronological order** to show change over time.

Descriptions of life in the past and in the present can be shared by people through **pictures** and **stories** and can show how communities change over time.

STANDARD K.4 - - Location

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

The location of people, places, and things can be described in terms of their relationship to other people, places, and things.

There are certain words that help us describe where people, places, and things are located.

Terms to know

- **near, far**
- **above, below**
- **left, right**
- **behind, in front of**

Positional words are used daily to describe where people, places, and things are located in relation to each other.

STANDARD K.5 – Maps & Globes

The student will use simple **maps and globes** to

- 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 Earth;
- describe **places** referenced in historical events, stories, and real-life situations;
- locate **land** and **water features**;
- identify basic **map symbols** in a **map legend**; and
- identify places and objects of a familiar area.

ESSENTIAL UNDERSTANDINGS

Maps and globes represent Earth and sometimes include map legends.

The location of places referenced in stories and real-life situations can be shown on maps and globes.

Land and water features can be found on maps and globes.

Symbols to identify on a map

- Land** **Water**
- Cities** **Roads**

Terms to know

- map**: A drawing that shows a place looks like **from above**
- globe**: A **round model** of the Earth
- model**: Something that stands for something else
- symbol**: A picture or thing that **stands for something else**
- map legend**: A list of **shapes** and **symbols** used on a map and an **explanation** of what each one stands for

Maps or globes can show the location of places referenced in stories and real-life situations.

Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans.

Land and water features on maps and globes are shown by **different colors**.

STANDARD K.6 – More Maps & Globes

The student will develop an awareness that maps and globes

- show a view from **above**;
- show things in **smaller size**; and
- show the **position** of objects.

ESSENTIAL UNDERSTANDINGS

Basic map concepts will help students use maps and globes

Basic concepts about maps and globes

- Land and water** features can be shown on a map as **viewed from above**.

- Maps and globes show features in a **smaller size** than they are in real life.
- Locations can be found using a **map, globe**, geographic tool, or electronic device.

Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.

STANDARD K.7 – Location, Climate, and Physical Surroundings

The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

ESSENTIAL UNDERSTANDINGS

Geography includes the study of locations, climates, and physical surroundings.

Location, climate, and physical surroundings affect the way people live.

Terms to know

- location**: Where people live
- climate**: The kinds of weather an area has over a long period of time
- physical surroundings**: **Land** and bodies of **water** present in a given location
- season**: Any one of the four phases of the year (**spring, summer, fall, or winter**)

- transportation**: A way of moving people and things from one place to another

Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the:

- foods** they eat
- clothing** they wear
- types of **houses** they build.

Communities use various types of **transportation** to meet their needs.

Geography affects how people **travel** from one place to another and determines which **recreational** activities are available in a location.

STANDARD K.8 -- Jobs

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

ESSENTIAL UNDERSTANDINGS
People work at jobs.

People work at jobs to **earn money** to meet their wants.

Examples of jobs

- **Doctors** and nurses are people who take **care** of other people when they are **sick**.
- **Construction** workers are people who **build** houses and other buildings.
- **Teachers** are people who help students learn.
- **Chefs** are people who **prepare meals**.
- **Farmers** are people who **grow crops** and **raise animals**.
- **Firefighters** are people who **put out fires**.

STANDARD K-9 -- Making Choices

The student will

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

ESSENTIAL UNDERSTANDINGS
People cannot have everything they want. A decision-making model helps people make choices.

People have to make choices about things they want.

People work to earn money and use it to buy the things they want.

Terms to know

- **choice**: Deciding among two or more things
- **wants**: Things people would like to have
- **money**: What people use to buy the things they want (**paper bills** and **coins** are examples of money)

When people cannot have everything they want, they must **choose** something and **give up** something else

Sample Decision-Making Model

Decision to be made:	
Benefits	Costs

STANDARD K.10 - Good Citizens

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; and
- g) participating successfully in group settings.

ESSENTIAL UNDERSTANDINGS
Good citizens are **involved** in their homes, schools, and communities

Good citizens take **responsibility** for their own actions.

Good citizens **participate** in making decisions in the classroom.

Good citizens **work well** with their classmates in groups.

Good citizens **help others** in their community.

Students can demonstrate good citizenship

by

- Taking turns
- Sharing
- **Completing** classroom assignments
- **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

Cause and Effect: The Importance of Rules

	Rule	Results of following the rule	Consequences of breaking the rule
Home	Put toys away.	Toys are safe. You know where toys are located.	Toys may be broken or lost.
School	Follow teacher directions	The classroom is an orderly environment.	The classroom is not an orderly environment.
Community	Look both ways before crossing the street.	Everyone crosses the street safely.	Someone may get hurt

STANDARD K.11 - Patriotism

The student will develop an understanding of how communities express patriotism through events and symbols by

- a) recognizing the **American flag**;
- b) recognizing the **Pledge of Allegiance**;
- c) knowing that the **president** is the leader of the United States; and
- d) recognizing the **holidays** and the **people** associated with the holidays **Thanksgiving Day**; **Martin Luther King, Jr., Day**; **George Washington Day (Presidents' Day)**; and **Independence Day (Fourth of July)**.

ESSENTIAL UNDERSTANDINGS

The United States has a national flag.

The United States has a national pledge to the flag.

The United States has a leader, who is called the president.

We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism.

Terms to know

- **patriotism**: Feeling of **respect** for and **love** of **country** and **state**

The **American flag** has **white stars on a blue rectangle**, and it also has **red and white stripes**.

The **pledge to the American flag** is called the **Pledge of Allegiance**.

The **president** is the **leader** of the United States.

Holidays to know

- **Thanksgiving Day**: This is a day to remember the **sharing of the harvest** between the **American Indians** and the **Pilgrims**. It is observed in **November**.
- **Martin Luther King, Jr., Day**: This is a day to remember an **African American man** who worked so that all people would be **treated fairly**. It is observed in **January**.
- **George Washington Day (Presidents' Day)**: This is a day when we honor **all presidents** of the United States, especially **George Washington**. It is observed in **February**.
- **Independence Day (Fourth of July)**: This is a day to remember when the United States became a country. It is sometimes called **America's birthday**. It is observed in **July**.

STANDARD K.12 - Virginia Symbols and Traditions

The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by

- identifying the Virginia flag, state capitol building, state bird, and state flower; and
- describing why people have symbols and traditions

ESSENTIAL UNDERSTANDINGS

Patriotic symbols and traditions honor the people and the history of Virginia

Terms to know

- symbol:** A picture or thing that **stands for something** else
- tradition:** A **custom** or **belief** that is practiced or observed over a **long period** of time
- patriotic:** Showing **respect** for and love of country and state

Patriotic symbols of the Commonwealth of Virginia

- Virginia **flag**
- State capitol **building** located in Richmond
- Cardinal** (the state bird)
- Dogwood** (the state flower)

People use **patriotic symbols** and **traditions** to **honor** the people and the history of Virginia.

A **tradition** is a way of doing things that **can be passed down** from adults to children..

STANDARD K.13 - People of Virginia

The student will understand that the **people of Virginia**

- have state and local government officials who are elected by voters;
- make contributions to their communities; and
- include people who have **diverse** ethnic origins, customs, and traditions and are united as Americans by **common principles**.

ESSENTIAL UNDERSTANDINGS

Communities in Virginia have state and local government officials who are elected by voters.

The people of Virginia contribute to their communities by practicing the responsibilities of good citizens.

The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.

- Voters in Virginia **elect officials** to make decisions for them in the **state** and **local governments**.
- People contribute to their communities by practicing the responsibilities of **good citizenship** and **volunteering** to make communities better.
- Many Virginians make valuable **contributions** to their communities.
- Communities in Virginia include people of **many ethnic origins** who come from different places around the world.
- People celebrate American **holidays** and **traditions** in addition to their own cultural holidays and traditions.
- People in Virginia's communities are **united** as Americans by **common principles** and **traditions**, such as
 - celebrating **Independence Day** (Fourth of July)
 - pledging allegiance to the flag.