

Kindergarten

Foundations of America

In kindergarten, students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

Historical Understandings

SSKH1 Identify the national holidays and describe the people and/or events celebrated.

- a. Christmas
- b. Columbus Day
- c. Independence Day
- d. Labor Day
- e. Martin Luther King, Jr. Day
- f. Memorial Day
- g. New Year's Day
- h. Presidents Day (George Washington, Abraham Lincoln, and the current president)
- i. Thanksgiving Day
- j. Veterans Day

SSKH2 Identify the following American symbols:

- a. The national and state flags (United States and Georgia flags)
- b. Pledge of Allegiance
- c. Star Spangled Banner (identify as the national anthem)
- d. The bald eagle
- e. The Statue of Liberty
- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

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SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

- a. Now, long ago
- b. Before, after
- c. Today, tomorrow, yesterday
- d. First, last, next
- e. Day, week, month, year
- f. Past, present, future

Geographic Understandings

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth.

- a. Differentiate land and water features on simple maps and globes.
- b. Explain that maps and globes show a view from above.
- c. Explain that maps and globes show features in a smaller size.

SSKG3 State the street address, city, state, and country in which the student lives.

Government/Civic Understandings

SSKCG1 Demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
- b. Explain why rules should be followed.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Economic Understandings

SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

SSKE2 Explain that people earn income by working.

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SSKE3 Explain how money is used to purchase goods and services.

- a. Distinguish goods from services.
- b. Identify that U.S. coins and dollar bills (paper money) are used as currency.

SSKE4 Explain that people must make choices because they cannot have everything they want.

Social Studies Georgia Standards of Excellence

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

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Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

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D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A