

Kindergarten Social Studies

Living, Learning and Working Together: Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

Unit	Standard	Breakdown	
Unit 1 - Families and Friends	SS.K.A.2.1	<p>Compare children and families of today with those in the past.</p>	<ul style="list-style-type: none"> • Sort pictures of items or physical artifacts into the categories of past and present. • Compare a picture of a family from the past with a picture of a family from the present. • Hear a story about a grandparent or older family member about their life as a child and compare the information to their own life in the present, representing the differences through drawings.
	SS.K.A.2.2	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p>	<ul style="list-style-type: none"> • Recognize three people, events, and/or ethnicities that are celebrated by federal holidays. • Identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day). • Explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday.
	SS.K.A.2.4	<p>Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p>	<ul style="list-style-type: none"> • Retell a story about people in the past who have shown character ideals and principals by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders. • Recognize and recall characteristics and principles such as honesty, courage, and responsibility.

Unit 1 - Families and Friends

SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.	<ul style="list-style-type: none">• Given several prompts regarding good citizenship, which they will answer with a drawing or in writing. Examples of prompts include:<ol style="list-style-type: none">1) You and a friend both want to use the same toy at the same time. What should happen next?;2) A student breaks a classroom rule. What will happen next?;3) Someone borrows a friend's pencil and it gets lost. What should happen next?• List 3 things they should do while playing with a friend in order to be a good citizen.• Demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.	<ul style="list-style-type: none">• Given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship.• Given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?).• Role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.

Unit 1 - Families and Friends	SS.K.C.2.3	Describe fair ways for groups to make decisions.	<ul style="list-style-type: none"> • Provide a prompt describing a situation in which a group decision must be made. The student will respond to the prompt by communicating through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?). • Communicate, through a drawing or in writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past. • Demonstrate a fair way to make a group decision through role play. • Explain how others have used fair ways to make decisions (e.g., voting, taking turns, holding meetings).
	SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.	<ul style="list-style-type: none"> • Identify and describe the jobs people do (e.g., firefighter, farmer) and the tools or equipment they use (e.g., fire truck, tractor). • Match a picture of a police officer, firefighter, teacher, doctor, mail carrier, baker, and farmer with pictures of tools or equipment these people use to do their jobs.
	SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.	<ul style="list-style-type: none"> • Label a picture with the terms near and far, above and below, right and left, and behind and front.
Unit 2 - Civics in a Snap	SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.	<ul style="list-style-type: none"> • Explain verbally or in writing one classroom/school rule and how it makes the classroom/school better or safer (e.g., no running in the classroom, no cutting in line). • Explain one common community law (e.g., don't drive too fast, cross the street only at a crosswalk, wear a bicycle helmet, use of a car seat, use of a seatbelt) and what would happen if it were not followed or if the rule/law did not exist.

Unit 2 - Civics in a Snap	SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.	<ul style="list-style-type: none"> • Given one example of a school or community law or rule (such as wearing a seat belt or attending school) and will be expected to explain why it is important. • Draw a picture that demonstrates the importance of a school or community law or rule.
	SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.	<ul style="list-style-type: none"> • Given several prompts regarding good citizenship, which they will answer with a drawing or in writing. Examples of prompts include: <ol style="list-style-type: none"> 1) You and a friend both want to use the same toy at the same time. What should happen next?; 2) A student breaks a classroom rule. What will happen next?; 3) Someone borrows a friend's pencil and it gets lost. What should happen next? • List 3 things they should do while playing with a friend in order to be a good citizen. • Demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

Unit 2 - Civics in a Snap	SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.	<ul style="list-style-type: none"> • Given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship. • Given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?). • Role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.
	SS.K.C.2.3	Describe fair ways for groups to make decisions.	<ul style="list-style-type: none"> • Provide a prompt describing a situation in which a group decision must be made. The student will respond to the prompt by communicating through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?). • Communicate, through a drawing or in writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past. • Demonstrate a fair way to make a group decision through role play. • Explain how others have used fair ways to make decisions (e.g., voting, taking turns, holding meetings).
Unit 3 - A Big Wide World	SS.K.A.2.1	Compare children and families of today with those in the past.	<ul style="list-style-type: none"> • Sort pictures of items or physical artifacts into the categories of past and present. • Compare a picture of a family from the past with a picture of a family from the present. • Hear a story about a grandparent or older family member about their life as a child and compare the information to their own life in the present, representing the differences through drawings.

Unit 3 - A Big Wide World

SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.	<ul style="list-style-type: none"> • Provided with a prompt describing a situation in which a group decision must be made. The student will respond to the prompt by communicating through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?). • Communicate, through a drawing or in writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past. • Demonstrate a fair way to make a group decision through role play. • Explain how others have used fair ways to make decisions (e.g., voting, taking turns, holding meetings).
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> • Retell a story about people in the past who have shown character ideals and principals by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders. • Recognize and recall characteristics and principles such as honesty, courage, and responsibility.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.	<ul style="list-style-type: none"> • Label a week-long calendar with the days of the week. • Label a calendar with the months of the year.
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.	<ul style="list-style-type: none"> • Identify and describe the jobs people do (e.g., firefighter, farmer) and the tools or equipment they use (e.g., fire truck, tractor). • Match a picture of a police officer, firefighter, teacher, doctor, mail carrier, baker, and farmer with pictures of tools or equipment these people use to do their jobs.

Unit 3 - A Big Wide World

SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.	<ul style="list-style-type: none"> • Presented with several pictures of people doing different activities (e.g., someone eating, someone playing, someone working at a job). Students will be asked to circle the picture showing someone doing something for which they will earn money. They will be expected to circle the picture of someone working. • Draw a picture and provide a simple verbal or written description showing someone doing something for which they will earn money (i.e., working at a job).
SS.K.E.1.4	Identify the difference between basic needs and wants.	<ul style="list-style-type: none"> • Provide with a selection of pictures of needs and wants, which they will label with words or symbols (e.g., an “x” for a need and a circle for a want). Examples of needs would include clothes, food, water, shelter. Examples of wants include toys, video games, and candy. • Draw a picture of a need and a picture of a want.
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.	<ul style="list-style-type: none"> • Label a picture with the terms near and far, above and below, right and left, and behind and front.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.	<ul style="list-style-type: none"> • Draw and label a map of their classroom. • Identify the United States on a picture of a globe. • Explain that maps and globes are used to locate different places, and globes are used as a model to represent the Earth.
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.	<ul style="list-style-type: none"> • Identify land and water on a map of the world by placing one symbol on water and a different symbol on land (example: an “X” and a circle). • Color water blue and land brown or green on a map of the world.
SS.K.G.2.1	Locate and describe places in the school and community.	<ul style="list-style-type: none"> • Label a map of their neighborhood, identifying places of interest (e.g., parks, schools, and stores). • Identify places (e.g., cafeteria, library, gym, their classroom) on a blank map of their school.

Unit 3 - A Big Wide World	SS.K.G.3.2	Identify basic bodies of water.	<ul style="list-style-type: none"> • Label an ocean, a lake, a river, a gulf, and a bay on a landscape map. • Find pictures online or in magazines of oceans, lakes, rivers, gulfs, and bays, labeling each. • Draw a picture of an ocean, a lake, a river, a gulf, and a bay, labeling each.
	SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	<ul style="list-style-type: none"> • Draw a picture or find a picture in a magazine or online of fall, winter, spring, and summer, labeling each. • Draw a picture or find a picture in a magazine or online of a person dressed for the weather in fall, winter, spring, and summer. • Label pictures given to them of fall, winter, spring, and summer.
Unit 4 - Florida Civics Project	SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.	<ul style="list-style-type: none"> • Explain verbally or in writing one classroom/school rule and how it makes the classroom/school better or safer (e.g., no running in the classroom, no cutting in line). • Explain one common community law (e.g., don't drive too fast, cross the street only at a crosswalk, wear a bicycle helmet, use of a car seat, use of a seatbelt) and what would happen if it were not followed or if the rule/law did not exist.
	SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.	<ul style="list-style-type: none"> • Given one example of a school or community law or rule (such as wearing a seat belt or attending school) and will be expected to explain why it is important. • Draw a picture that demonstrates the importance of a school or community law or rule.

Unit 4 - Florida Civics Project

SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.	<ul style="list-style-type: none">• Given several prompts regarding good citizenship, which they will answer with a drawing or in writing. Examples of prompts include:<ol style="list-style-type: none">1) You and a friend both want to use the same toy at the same time. What should happen next?;2) A student breaks a classroom rule. What will happen next?;3) Someone borrows a friend's pencil and it gets lost. What should happen next?• List 3 things they should do while playing with a friend in order to be a good citizen.• Demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.	<ul style="list-style-type: none">• Given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship.• Given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?).• Role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.

<p style="text-align: center;">Unit 4 - Florida Civics Project</p>	<p>SS.K.C.2.3</p>	<p>Describe fair ways for groups to make decisions.</p>	<ul style="list-style-type: none"> • Provide a prompt describing a situation in which a group decision must be made. The student will respond to the prompt by communicating through a drawing or in writing a fair way in which the decision can be made (e.g., A family is going to decide which movie to watch. How can they decide which movie to watch in a fair way?). • Communicate, through a drawing or in writing, how they have made fair decisions in a group (e.g., family, classroom, group of friends) in the past. • Demonstrate a fair way to make a group decision through role play. • Explain how others have used fair ways to make decisions (e.g., voting, taking turns, holding meetings).
<p style="text-align: center;">Unit 5 - Long Ago and Today</p>	<p>SS.K.A.1.1</p>	<p>Develop an understanding of how to use and create a timeline.</p>	<ul style="list-style-type: none"> • Identify the order of pictures showing events that happen in a typical school day (e.g., walking or riding to school, eating lunch, recess, reading). • Create a timeline by order using pictures of a person at three different ages (e.g., baby, child, adult). • Sort the order of pictures showing three events from history (e.g., horse drawn buggy, car, and spaceship).
	<p>SS.K.A.1.2</p>	<p>Develop an awareness of a primary source.</p>	<ul style="list-style-type: none"> • List three primary sources.
	<p>SS.K.A.2.1</p>	<p>Compare children and families of today with those in the past.</p>	<ul style="list-style-type: none"> • Sort pictures of items or physical artifacts into the categories of past and present. • Compare a picture of a family from the past with a picture of a family from the present. • Hear a story about a grandparent or older family member about their life as a child and compare the information to their own life in the present, representing the differences through drawings.

Unit 5 - Long Ago and Today

SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.	<ul style="list-style-type: none"> • Recognize three people, events, and/or ethnicities that are celebrated by federal holidays. • Identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day). • Explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> • Retell a story about people in the past who have shown character ideals and principals by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders. • Recognize and recall characteristics and principles such as honesty, courage, and responsibility.
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	<ul style="list-style-type: none"> • Label pictures of daytime activities with the terms morning, afternoon, and evening. • Label weeks on a calendar by coloring "this week," "last week," and "next week." • Examples of expressions of time may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.	<ul style="list-style-type: none"> • Label a week-long calendar with the days of the week. • Label a calendar with the months of the year.

Unit 5 - Long Ago and Today	SS.K.C.2.2	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p>	<ul style="list-style-type: none"> • Given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship. • Given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?). • Role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.
	SS.K.E.1.4	<p>Identify the difference between basic needs and wants.</p>	<ul style="list-style-type: none"> • Provide with a selection of pictures of needs and wants, which they will label with words or symbols (e.g., an “x” for a need and a circle for a want). Examples of needs would include clothes, food, water, shelter. Examples of wants include toys, video games, and candy. • Draw a picture of a need and a picture of a want.
Unit 6 - Our Country, It's a Great Place	SS.K.A.2.2	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p>	<ul style="list-style-type: none"> • Recognize three people, events, and/or ethnicities that are celebrated by federal holidays. • Identify holidays that honor a person, event, or ethnic heritage (e.g., Martin Luther King Jr. Day, Independence Day, and Memorial Day). • Explain one way in which a person, event, or ethnic heritage is celebrated on a given holiday.

Unit 6 - Our Country, It's a Great Place

SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none">• Retell a story about people in the past who have shown character ideals and principals by completing a story board, in which the students will draw a series of 3 to 4 pictures in chronological order. Examples of people from the past may include, but are not limited to, presidents, war veterans, community members, and leaders.• Recognize and recall characteristics and principles such as honesty, courage, and responsibility.
SS.K.A.2.5	Recognize the importance of U.S. symbols.	<ul style="list-style-type: none">• Express one idea represented by one of the American symbols. Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the national anthem, and national and state flags.• Verbally express one way in which symbols are important.
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	<ul style="list-style-type: none">• Label pictures of daytime activities with the terms morning, afternoon, and evening.• Label weeks on a calendar by coloring "this week," "last week," and "next week."• Examples of expressions of time may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.

Unit 6 - Our Country, It's a Great Place

<p>SS.K.C.2.1</p>	<p>Demonstrate the characteristics of being a good citizen.</p>	<ul style="list-style-type: none"> • Given several prompts regarding good citizenship, which they will answer with a drawing or in writing. Examples of prompts include: <ol style="list-style-type: none"> 1) You and a friend both want to use the same toy at the same time. What should happen next?; 2) A student breaks a classroom rule. What will happen next?; 3) Someone borrows a friend's pencil and it gets lost. What should happen next? • List 3 things they should do while playing with a friend in order to be a good citizen. • Demonstrate an understanding or physically show characteristics of good citizenship in a given situation. Examples include taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
<p>SS.K.C.2.2</p>	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p>	<ul style="list-style-type: none"> • Given two illustrations of interactions between friends—one in which a problem is being solved in a way consistent with good citizenship (e.g., sharing, helping) and one in which a problem is not being solved using good citizenship (e.g., not sharing, arguing). The student will circle the picture illustrating good citizenship. • Given a prompt about how to solve a problem with a friend using good citizenship, which they will answer with a drawing or in writing (e.g., You and your friend both want to use the same toy. How can you solve this problem?). • Role-play in a situation in which they must show how to solve a problem with a friend using good citizenship.
<p>SS.K.G.1.2</p>	<p>Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p>	<ul style="list-style-type: none"> • Draw and label a map of their classroom. • Identify the United States on a picture of a globe. • Explain that maps and globes are used to locate different places, and globes are used as a model to represent the Earth.