

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding:

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will...

K-1.1 Identify the location of school, home, neighborhood, community, city/town and state on a map.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the students' first experience with locating places on a map. They will further refine this skill in first grade when they identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols (1-1.1). Second grade students will identify on a map the location of places and geographic features of the local community using the legend and the cardinal directions (2-1.1). They will expand this to the state in the third grade by demonstrating an understanding of places and regions in South Carolina (Standard 3-1).

It is essential for students to know:

Students should know the purpose of a map and how to use a simple map. A map is a pictorial representation of a place. Items on a map are smaller than they are in real life. When looking at a map, it shows places as seen from above. It uses colors, symbols, and labels to represent features found on the ground. All maps are not the same, therefore students should be able to interpret the common symbols that are used on a simple map. Students should know basic map symbols for locations such as cities, schools, highways, streets, waterways etc. In order to master this indicator, students will use both a local community map and a state map. Students should be able to identify their school, neighborhood and home on a map.

It is not essential for students to know:

Students are not required to locate cities or states other than their own on a map.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding:

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Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the students' first experience with locating places on a map. They will further refine this skill in first grade when they identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols (1-1.1). Second grade students will identify on a map the location of places and geographic features of the local community using the legend and the cardinal directions (2-1.1). They will expand this to the state in the third grade by demonstrating an understanding of places and regions in South Carolina (Standard 3-1).

It is essential for students to know:

Students should know the purpose of a map and how to use a simple map. A map is a pictorial representation of a place. Items on a map are smaller than they are in real life. When looking at a map, it shows places as seen from above. It uses colors, symbols, and labels to represent features found on the ground. All maps are not the same, therefore students should be able to interpret the common symbols that are used on a simple map. Students should know basic map symbols for locations such as cities, schools, highways, streets, waterways etc. In order to master this indicator, students will use both a local community map and a state map. Students should be able to identify their school, neighborhood and home on a map.

It is not essential for students to know:

Students are not required to locate cities or states other than their own on a map.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
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Enduring Understanding:

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will...

K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the first time students are required to construct a map. In first grade they will be required to identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols (1-1.1). In second grade students will identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions (2-1.1), and identify on a map or globe the location of his or her local community, state, nation, and continent (2-1.5). In subsequent grades students will use maps in a variety of ways.

It is essential for students to know:

Maps are used to represent the specific location of a place. They are also used to find the distance between places. Students should know the relationship between a location and pictorial representation. In order to correctly construct a map, students should understand the basic parts of a map. The Map Title tells what information is shown on the map and is usually found on the top or bottom of the map. Symbols are small pictures on the map used to represent real things. Symbols don't always look like the objects they represent in the real world. The Map Key tells what the symbols on the map stand for. The map key is found on the bottom of the map. A map always has a Directions Symbol that shows the orientation of the map (up/down, top/bottom, north/south, etc.).

It is not essential for students to know:

Students do not need to use a compass rose or to understand and use cardinal or intermediate directions.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

KINDERGARTEN
Foundations of Studies: Children as Citizens

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding:

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will...

K-1.3 Identify his or her personal connections to places, including home, school, and neighborhood, and city or town.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

This is the students' first experience with the concept of personal connections to specific locations.

It is essential for students to know:

Students should be able to classify space as personal or non-personal. Students should be able to identify their personal space in surroundings such as home and school. In addition, students should understand their personal connection to space in their broader surroundings and community. (The teacher should identify the places that will be discussed based on the local environment.) Some examples of personal space might include: bed or sleeping area, personal storage area at home; desk or work area, or a personal storage area at school. Some examples of non-personal space might include: family room or kitchen at home; another person's desk, or a group area at school. Some examples of personal connections to space in the broader surroundings and community might include: use of the playground or park for recreation, use of local businesses (grocery store) to purchase things we need, or the use of the hospital for medical treatment.

It is not essential for students to know:

Students do not need to make personal connections beyond the local community level. Students do not need to understand the personal connections people have in a national or global framework.

Social Studies Literacy Skills for the Twenty-First Century:

- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classrooms assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will...

K-1.4 Recognize natural features of his or her environment (e.g. mountains and bodies of water).

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the students' first introduction to natural features such as mountains and lakes. They will add to this knowledge in first grade when they identify various natural resources around the world (1-1.3) and compare the ways that people use land and natural resources in different settings around the world (1-1.4). In second grade, they will recognize characteristics of the local region, including its geographic features and natural resources (2-1.2). Third grade students will describe the location and characteristics of significant physical features of South Carolina, including landforms and river systems (3-1.2).

It is essential for students to know:

Students should define and identify a natural feature of the environment. Natural features include anything that is not man-made (plants, animals, land, water). The teacher should select the natural features that are discussed based on the local environment. It is essential for students to be able to recognize and identify the natural features of his or her environment using a map, pictures or other sources.

It is not essential for students to know:

Students are not required to build their own models of natural features. Students do not need to know locations of specific natural features.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-2: The student will demonstrate an understanding of the purpose of rules and authority figures in a child's life.

Enduring Understanding:

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the first time students will focus on the qualities of citizenship including honesty, responsibility, respect, fairness, and patriotism. Later in kindergarten students will describe the actions of important figures that reflect the values of American democracy (K-3.3). First grade students will describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live (1-3.1).

It is essential for students to know:

The qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism create good citizens. A good citizen is one who properly fulfills his/her role to make the community a good place to live. Good citizens have the power to make a positive difference in the world. Students should be able to give examples of good citizenship. Honesty is telling the truth; having straightforward conduct; being sincere, truthful, trustworthy, honorable, fair, genuine, and loyal with integrity. Responsibility is being reliable and dependable. Responsibility is taking care of your duties. Respect means treating other people the way you want to be treated; being courteous and polite and not judging people before you get to know them. To be fair is to be impartial, unbiased, objective, and playing by the accepted rules. Patriotism is to show love and devotion for your country and to be willing to sacrifice for it. Because of patriotism, good citizens are willing to defend their beliefs.

It is not essential for students to know:

Students are not required to know any additional aspects of good citizenship other than honesty, responsibility, respect, fairness, and patriotism.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-2: The student will demonstrate an understanding of the purpose of rules and authority figures in a child's life.

Enduring Understanding:

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

K-2.1:

Explain the purposes of rules and laws and the consequences of breaking them.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This indicator is the introduction to the purpose of rules and laws. Later in kindergarten, students will identify authority figures in the community and school who enforce the rules that keep people safe; including crossing guards, firefighters, and police officers (K-2.3). First grade students will summarize the concept of authority and give examples of people in authority (1-2.2). Second grade students will identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes (2-2.1). Students will also recognize different types of laws and those people who have the power and authority to enforce them (2-2.2).

It is essential for students to know:

Rules and laws are agreements that are made to guide our behavior. The purpose for rules and laws is to protect ourselves and others, to help keep us safe, and to ensure that everyone is treated fairly. A consequence is the result of behavior. Good consequences are usually associated with good behavior and bad consequences are usually associated with bad behavior. Students should be able to identify some common rules and laws and the positive and negative consequences associated with each. It is essential for students to know his or her personal responsibility for knowing and obeying rules and laws. Students should know that they have a choice to either obey rules and laws or accept the consequences for not obeying them.

It is not essential for students to know:

Rules and laws are created using defined processes; however, students are not responsible for knowing these processes. Students do not need to know specific state and national governmental laws.

Social Studies Literacy Skills for the Twenty-First Century:

- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

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KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-2: The student will demonstrate an understanding of the purpose of rules and authority figures in a child's life.

Enduring Understanding:

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the students' first introduction to roles of authority figures throughout their lives. First grade students will summarize the concept of authority and give examples of people in authority (1-2.2). Second grade students will recognize different types of local laws and those people who have the power and authority to enforce them (2-2.2).

It is essential for students to know:

An authority figure is a person who is responsible for helping others know and obey rules and laws. Students should be able to identify authority figures in their home, school, and community. Students should identify each authority figure, the rules and laws they enforce, and the consequences that each can impose. Examples of these figures include teachers, parents, principals, and other authority figures. Responsibility and authority are linked. Individuals with specific types of authority also have specific responsibilities. As an example, teachers are the authority figure in classrooms are also responsible for the classroom and students throughout the day. Authority figures deserve respect within their scope of authority. Students should demonstrate an understanding of the kinds of rules that come from authority figures such as teachers and parents.

It is not essential for students to know:

Students are not required to know about authority figures or specific rules that do not directly impact their lives.

Social Studies Literacy Skills for the Twenty-First Century

- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classrooms assessments *could* require students to be able to:

Understand

Interpret

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KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-2: The student will demonstrate an understanding of the purpose of rules and authority figures in a child's life.

Enduring Understanding:

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

This is the students' first introduction to community and school rules and the people who enforce them. This concept will be expanded in first grade when they summarize the concept of authority and give examples of people in authority (1-2.2). Second grade students will identify the roles of leaders and officials in government, including law enforcement and public safety officials (2-2.3).

It is essential for students to know:

Enforcing rules requires the action of designated people to ensure that everyone respects and obeys the rules. It also means making sure that appropriate consequences are given to those who disrespect or disobey the rules. Students should understand the connection between keeping people safe and enforcing rules within their school and community. If people are allowed to disobey rules without consequences; no one would be safe. Students should give examples of people in a community who enforce rules to keep them safe, including people such as crossing guards, firefighters, and police officers. It is also essential for students to identify the school officials, teachers, principals, resource officers and others who keep them safe at school and within the community.

It is not essential for students to know:

Students are not required to identify state or national authority figures that enforce rules. It is not essential for students to know how state and national laws are made.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify his or her place in the family, school, and community.
- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.

Enduring Understanding

The core values of American democracy are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will ...

K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and “The Star-Spangled Banner.”

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the only instruction students receive on the significance of symbols of the United States that represent its democratic values.

It is essential for students to know:

The “Star Spangled Banner” is our national anthem. Students should be able to sing the national anthem along with a group. The Pledge of Allegiance is an expression of loyalty to both the flag and to our country, the United States of America. Students should recognize the pledge when they hear it and recite it with a group. Students should recognize the American flag and understand its significance as a symbol of American values and principles. Students should know to stand when the Pledge of Allegiance is recited and when the national anthem is sung. Students should also know that it is appropriate to place your hand over your heart or salute the flag as the pledge is recited. The bald eagle is the national bird and symbol of the United States of America. Students should recognize the bald eagle in photos. The Statue of Liberty was a gift of friendship from the people of France to the people of the United States and is known all over the world as a symbol of freedom and democracy. Students should recognize the Statue of Liberty in photos.

It is not essential for students to know:

Students are not required to know the history of any symbols of the United States. It is also not essential for students to be able to recite the Pledge of Allegiance verbatim or to sing the “Star Spangled Banner” alone.

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.

Enduring Understanding:

The core values of American democracy are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will ...

K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Memorial Day, and Independence Day.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the only instruction students receive on national holidays.

It is essential for students to know:

National holidays are a time to remember important people or events that helped all Americans. Veterans Day is observed on November 11th to honor everyone who has served in the military. Thanksgiving is celebrated the fourth Thursday in November. Thanksgiving is celebrated as a remembrance of the friendship between people who came to America from Europe and the Native Americans who were already living in America. Martin Luther King, Jr. Day is celebrated on the third Monday of January. On this day, America remembers Martin Luther King, Jr.'s efforts to make sure every person in America is respected and treated fairly. Presidents' Day is always celebrated on the third Monday of February. Each president who has led the United States of America is celebrated and honored on Presidents' Day. Americans specifically remember George Washington who was our first president and Abraham Lincoln who kept our country together during the American Civil War. Memorial Day is observed on the last Monday in May to remember all the members of the armed forces who were killed in a war. Independence Day is celebrated July 4th to remember the day America became a country. July 4th is America's birthday.

It is not essential for students to know:

Students are not required to know any other holidays or the complete history of the holidays listed. Students should not be required to remember the exact date of any federal holiday.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.

Enduring Understanding:

The core values of American democracy are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will ...

K-3.3 Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the student's first introduction to important American historical figures. The study of historical figures continues in first grade when students summarize the contributions to democracy that have been made by historic and political figures in the United States including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt (1-3.3).

It is essential for students to know:

Some Americans have made significant contributions that have impacted American history. Students should know that George Washington was the first President of the United States. Abraham Lincoln was the 16th president who worked hard to preserve the union of the states and to abolish slavery. Susan B. Anthony is remembered as a women's rights leader who tried to win voting rights for women in the United States. Rosa Parks refused to obey unjust laws and helped to end segregation on public transportation in America. Martin Luther King, Jr. was a great civil rights leader who led many marches and boycotts to change laws so that all Americans would have equal rights.

It is not essential for students to know:

Students are not required to know other great Americans or details about the time period in which these or others lived.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will ...

K-4.1 Compare the daily lives of children and their families in the past and in the present.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the introduction to past and present daily lives. Students will explore this concept further in first grade when they compare the daily lives of families in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living (1-4.2).

It is essential for students to know:

A family is defined as a group of two or more people from whom love and support is received. Families are usually related by birth, marriage or adoption. Students should compare differences and similarities between their daily lives and life during the childhood of their parents and grandparents including family traditions, leisure time, travel and communications. Students should know that some aspects of family life have changed some aspects of family life have remained the same over time. Students should know that the past is significant to our present day lives and celebrations and commemorations help us connect to the past. Students should investigate family history for at least two generations, identifying various family members and their connections. Students should gather information about families of today and throughout the past through photos, conversations with elderly individuals, and family or community stories. Students should understand differences in family structures and roles today and how these have changed or remained the same over time Students should use a variety of phrases that communicates references to present, past and future time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, and ‘tomorrow’. Students should understand that changes in time are denoted through the use of dates and seasons as well as by changes that may have personal significance such as birthdays and celebrations.

It is not essential for students to know:

Students are not required to compare families in the United States with families in other parts of the world. Students do not need to know their own family histories beyond two generations.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding:

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will ...

K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the student's first introduction to communication and transportation. This concept will be explored further in first grade when students illustrate different elements of community life including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication (1-4.1).

It is essential for students to know:

Transportation is the movement of people, animals, and goods from one location to another. Modes of transport include air, rail, road, and water. Students should identify vehicles that are associated with each mode of transportation. Some vehicles used for transportation include automobiles, bicycles, buses, trains, people, aircraft, and boats. Students should identify transportation from the past and connect it to modern day versions of transportation. They should know how changes in transportation have impacted families.

Students should know that communication is any process used to get information from one person to another. They should identify examples of different historical communication methods such as runners, pictures, "talking drums", smoke signals, the pony express, and the telegraph. Some communication methods that have been available for many years and continue to be used include mail, radio, television, fax, and telephones. In addition, students should understand that communication systems of today such as e-mail, internet, cell phones, and satellite systems are recent changes. By making the connections between historic communication methods and modern versions, students should explain how changes have impacted families.

It is not essential for students to know:

Students do not need to know the historical era during which different transportation and communication methods were used. Students are not required to know who invented different forms of communication or transportation systems, how different forms of transportation operate, nor the technical background of communication systems.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

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Compare

Explain

or any verb from the **Remember** cognitive process dimension.

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding:

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will ...

K-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

This is the students' first introduction to how goods and services are provided. This concept will continue to be developed in first grade when students identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In second grade they will explain ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3).

It is essential for students to know:

Various types of goods and services are provided in communities. The kinds of goods and services that are present in each community are determined by the wants and needs of the people who live there. Students should identify goods and services that have been available in their community in the past. Students should also recognize the goods and services that are currently available in their community. Students should understand that when people buy goods or use services, businesses can provide jobs for members of the community. Students should summarize different sources of businesses, jobs, and income in their local community.

It is not essential for students to know:

Students are not required to know examples of goods and services beyond the local community. Students do not need to understand the process of producing goods or services.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

KINDERGARTEN
Foundations of Social Studies: Children as Citizens

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding:

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will ...

K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

This is the students' first introduction to the concept of supply, demand, and choices. They will continue to expand their knowledge in first grade when they explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In second grade they will explain how people's choices about what to buy will determine what goods and services are produced (2-3.2).

It is essential for students to know:

People have both needs and wants. A *need* is something a person must have in order to survive. A *want* is something a person would like to have but can survive without having it. Needs and wants can be satisfied with either goods or services. Goods are objects (things that can be held or touched) that can satisfy people's needs or wants. Services are actions (what someone does) that can satisfy a need or want. Scarcity is the condition of not being able to have all the goods and services that we want. Families make choices because they cannot have everything they want. Choice is a decision that someone makes when scarcity exists. It can also be called an *economic choice*. Students should also know that families in the past and families today have made economic choices. Economic choices are necessary in life.

It is not essential for students to know:

Students are not required to know examples of goods and services beyond the local community level. Students do not need to understand detailed decision making processes.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall