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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Social Studies: Kindergarten



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## **Introduction**

The Indiana Academic Standards for kindergarten social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## **What are the Indiana Academic Standards?**

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

## **Acknowledgments**

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

## **Social Studies: Kindergarten / Living and Learning Together**

*The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings and learn to describe a sequence of events in a day. They also become familiar with geographic relationships, such as location (here, there, over, under), direction, (up, down), size (big, little), and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology and electronic and print media, as a means of gathering, organizing, analyzing information, and answering questions. Students should have the opportunity to learn through peer interaction and participation in large and small groups, as well as through individual learning activities.*

*Indiana academic standards for kindergarten social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.*

**Please Note:** *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

| <b>History</b>  |  |
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| <b>Standard 1:</b> Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation. |  |
| <b>Historical Knowledge</b>   |  |
| <b>K.1.1</b>  | <p><i>Compare children and families of today with those from the past.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Compare clothing, houses, and other objects.</li> </ul>   |
| <b>K.1.2</b>  | <p><i>Identify ways by which people, heritage, and events are commemorated and recognized.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, and birthdays.</li> </ul> |
| <b>Chronological Thinking</b>   |  |
| <b>K.1.3</b>  | <p><i>Identify events and place events in a sequence.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order.</li> </ul>   |
| <b>K.1.4</b>  | <p><i>Explain that calendars are used to represent the days of the week and months of the year.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Use a calendar to identify days of the week using school activities and birthdays.</li> </ul>  |

**Civics and Government**

**Standard 2:** Students learn that they are citizens of their school, community, and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

**Foundations of Government**

**K.2.1**

*Give examples of people who are community helpers and leaders and describe how they help us.*

- **Examples:** Parents, teachers, school principal, bus drivers, and policemen

**K.2.2**

*Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.*

**Functions of Government**

**K.2.3**

*Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.*

**K.2.4**

*Give examples of how to be a responsible family member and member of a group.*

- **Examples:** Respecting the property and rights of others, being honest and truthful, and respecting authority

| Geography  |  |
|--|--|
| <p><b>Standard 3:</b> Students understand that maps and globes are different representations of the Earth’s surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.</p> |  |
| World in Spatial Terms   |  |
| <b>K.3.1</b>   | <p><i>Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks.</li> </ul> |
| <b>K.3.2</b>   | <p><i>Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.</i></p>  |
| Places and Regions   |  |
| <b>K.3.3</b>   | <p><i>Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Cafeteria, library, office, restrooms, gym, and the fire station</li> </ul>   |
| <b>K.3.4</b>   | <p><i>Identify and describe the address and location of the school; understand the importance of an address.</i></p>   |
| Physical Systems   |  |

|   |   |
|---|---|
| <p><b>K.3.5</b></p>   | <p><i>Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> <i>Use a variety of resources (newspapers, yearbooks, internet, maps, and photographs) to show the similarities and differences in family customs and celebrations, clothing, house types, work, and cultural and ethnic heritage.</i></li> </ul> |
| <p style="text-align: center;"><b>Human Systems</b></p>           |   |
| <p><b>K.3.6</b></p>   | <p><i>Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> <i>Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.</i></li> </ul>             |
| <p style="text-align: center;"><b>Environment and Society</b></p> |   |
| <p><b>K.3.7</b></p>   | <p><i>Recommend ways that people can improve their environment at home, in school, and in the neighborhood.</i></p>   |

| <b>Economics</b>   |  |
|--|--|
| <b>Standard 4:</b> Students explain that people do different jobs and work to meet basic economic wants. |  |
| <b>K.4.1</b>   | <i>Explain that people work to earn money to buy the things they want.</i>   |
| <b>K.4.2</b>   | <i>Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.</li></ul> |
| <b>K.4.3</b>   | <i>Explain why people in a community choose different jobs.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.</li></ul>  |
| <b>K.4.4</b>   | <i>Give examples of work activities that people do at home.</i>  |