

Campbell County Schools  
Social Studies Standards 2014/2015

## **Kindergarten**

### **The World Around Us**

**Course Description:** *Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.*

### **Culture**

- K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.
- K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.
- K.3 Compare family traditions and customs among different cultures.
- K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

### **Economics**

- K.5 Distinguish between wants and needs.
- K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.
- K.7 Explain the benefits of saving money.
- K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.
- K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.

**Campbell County Schools**  
**Social Studies Standards 2014/2015**

K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

**Geography**

K.11 Use correct words and phrases that indicate location and direction, including *up, down, near, far, left, right, straight, back, in front of, and behind.*

K.12 Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.

K.13 Identify the student's street address, city/town, school name, and Tennessee as the state in which they live.

K.14 Locate Tennessee and the United States on a map.

**Government and Civics**

K.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules.

K.16 Identify the following state and national symbols:

- The American flag and its colors and shapes
- The Tennessee flag and its colors and shapes
- The words of the Pledge of Allegiance
- The Tennessee state flower (Iris) and bird (Mockingbird)
- The national symbols of the bald eagle, Statue of Liberty, and the White House

K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

K.18 Recognize and name the current President of the United States.

K.19 Use drawings, dictating, and writing to participate in shared research describing the role of the President.

K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president.

K.21 Explain the purpose of rules and laws.

K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.

# Campbell County Schools

## Social Studies Standards 2014/2015

### **History**

K.23 Identify sequential actions, including *first*, *next*, and *last* in stories and use them to describe personal experiences.

K.24 Use correct words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday, last or next week, month, year; and present, past, and future tenses of verbs).

K.25 Identify days of the week and months of the year.

K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events.

K.27 Scan historic photographs to gain information and arrange in sequential order.

K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.

K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them:

- Martin Luther King, Jr. Day
- Presidents' Day (George Washington and Abraham Lincoln)
- Memorial Day
- Independence Day
- Columbus Day
- Veterans' Day
- Thanksgiving

K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee:

- David Crockett
- Sequoyah
- Andrew Jackson
- James K. Polk
- Andrew Johnson
- Alvin C. York

**Campbell County Schools  
Social Studies Standards 2014/2015**

- Wilma Rudolph
- Elvis Presley

**Campbell County Schools**  
**Social Studies Standards 2014/2015**

**PROCESS STANDARDS**

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**To be used with ALL grades**

**Acquiring Information:** Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

**Analysis of Data and Problem Solving:** Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

**Communication:** Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

## Campbell County Schools Social Studies Standards 2014/2015

communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays
- demonstrate ideas through dramatizations
- transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects
- recognize beliefs through simulation and role play.

**Historical Awareness:** Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork