

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Kindergarten

Strand/Standard:
Geography

Students will develop understanding of the five themes of geography: location, place, human interaction with the environment, movement and regions.

Big Ideas

- Geography is the study of our planet and how we interact with it.

Key Outcomes

- Students will demonstrate an understanding of **The relationship between the environment and themselves** by giving examples of how people affect the environment and the environment affects people.
- Students will demonstrate an understanding of **basic geographical location** by identifying known locations such as home, street, school, town, city, state, and countries where they have lived.

Essential Knowledge and Skills

Students will be able to:

- Use directions to indicate geographic locations.
- Use location words such as: *up, down, near, far, left, right, straight, back, behind, in front of* Tell and show what maps and globes are and indicate the features they represent.
- Represent known locations in their lives through drawing or block building.
- Identify strategies to care for the environment
- Discuss how the environment affects their choices.

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Strand/Standard:
History

Students will develop an understanding of people, places, and events in history and their importance in influencing the formation of culture, customs, and national heritage.

Big Ideas

- ❑ History is about events that take place in the past and shape the present and future.
- ❑ Events are described in time frames of past, present, and future.

Key Outcomes

- ❑ Students will demonstrate an understanding of **sequence** by using words and phrases to designate time and order of events in personal and family experiences.
- ❑ Students will demonstrate an understanding of **history** by identifying important national holidays as originating in the past and celebrated in the present.

Essential Knowledge and Skills

Students will be able to:

- ❑ Use time and sequence words such as: *first, next, last, now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, month, year*, and past, present, and future tenses of verbs.
- ❑ Describe how our nation celebrates national holidays and values the symbols that identify us as a nation.
- ❑ Identify important holidays and describe why each is celebrated.
- ❑ Identify important national symbols.

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Strand/Standard:
Civics and
Government

Students will explore the relationship between personal freedom, individual responsibility, citizenship, and respect for human dignity.

Big Ideas

- ❑ A community is strong when people respect individuals and abide by agreed-upon rules and responsibilities.

Key Outcomes

- ❑ Students will demonstrate an understanding of **good (or influential, positive, respectful?) character** by retelling stories that illustrate important civic qualities and explaining why they have a positive impact.
- ❑ Students will demonstrate an understanding of **community safety** by describing family or community members who promote the welfare and safety of children and adults.

Essential Knowledge and Skills

Students will be able to:

- ❑ Use words to describe characters in stories who illustrate qualities of honesty, courage, friendship, respect, responsibility, and authority.
- ❑ Identify, police, fire, health and safety personnel in the community

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Strand/Standard:
Economics

Students will develop a basic understanding of economics in terms of the interplay of resources, goods, services, supply and demand.

Big Ideas

- ❑ Societies create systems for purchase and sale of goods and services
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Key Outcomes

- ❑ Students will demonstrate an understanding of **jobs and work** by giving examples of jobs people do, including work done at home, to accomplish goals.
 - ❑ Students will demonstrate an understanding of **buying and selling** by explaining how people buy and sell items.
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Essential Knowledge and Skills

Students will be able to:

- ❑ Describe money coins and bills
- ❑ Do classroom jobs.
- ❑ Describe work and jobs done in the family.
- ❑ Give examples of how people use money directly or indirectly(with credit cards and checks) to purchase things they want (like lunch money or cards).