New York Social Studies

Grade K: Social Studies Practices & Self and Others

Adopted 2017

Gathering, Interpreting and Using Evidence	1. **Ask questions.** A.K.1
	2. **Recognize forms of evidence used to make meaning in social studies.** A.K.2
	3. **Identify the author or creator of a book or map.** A.K.3
	4. **Identify opinions expressed by others.** A.K.4
Chronological Reasoning and Causation	1. **Retell an important life event in sequential order.** B.K.1
	2. **Understand the concept of time measurements, including days and weeks.** B.K.2
	3. **Identify causes and effects, using an example from his/her family life.** B.K.3
	5. **Identify change over time in his/her life.** B.K.5
	5. **Identify events of the past, present, and future in his/her life.** B.K.5
	6. **Identify routines and common occurrences in his/her life.** B.K.6
Comparison and Contextualization	1. **Identify similarities and differences between home and school.** C.K.1
	2. **Identify similarities and/or differences between him/her and others.** C.K.2
	3. **Describe an event in his/her life.** C.K.3
Geographic Reasoning	1. **Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.** D.K.1
	2. **Identify natural events or physical features, such as land, water, air, and wind.** D.K.2
	3. **Describe how environment affects his/her activities.** D.K.3
	Identify a pattern. D.K.4

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	5. **Identify a human activity that changed a place.** D.K.5
Economics and Economic Systems	1. **Identify examples of scarcity and choices made due to scarcity.** E.K.1
	2. **Identify examples of goods and services.** E.K.2
	3. **Identify what money is and how it is used in society.** E.K.3
Civic Participation	1. **Demonstrate respect for the rights of others.** F.K.1
	2. **Participate in activities that focus on a classroom or school issue or problem.** F.K.2
	3. **Not applicable at this level.** F.K.3
	4. **Identify the role of the individual in classroom participation.** F.K.4
	5. **Show respect in issues involving difference and conflict.** F.K.5
	6. **Identify situations in which social actions are required.** F.K.6
	7. **Identify the school principal and his/her role within the school.** F.K.7
	8. **Identify and follow rules in the classroom and school.** F.K.8
Self and Others	Key Idea **Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.** K.1
	Conceptual Understanding A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills. K.1.A
	Conceptual Understanding Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. K.1.B
	i. Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills. K.1.B.I
	Key Idea **Children, families, and communities exhibit cultural similarities and differences.** K.2
	Conceptual Understanding Each person is unique but also shares common characteristics with other family, school, and community members. K.2.A

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i. Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language. K.2.A.I

Conceptual Understanding Unique family activities and traditions are important parts of an individual's culture and sense of self. K.2.B

i. Students will explain how their families celebrate birthdays or other special days. K.2.B.I

Conceptual Understanding Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique. K.2.C

i. Students will learn about and respect individual differences. K.2.C.I

Key Idea **Symbols and traditions help develop a shared culture and identity within the United States.** K.3

Conceptual Understanding Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays. K.3.A

i. Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays. K.3.A.I

Conceptual Understanding The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture. K.3.B

i. Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. K.3.B.I

ii. Students will identify American symbols, such as the Liberty Bell and the bald eagle. K.3.B.II

iii. Students will learn the Pledge of Allegiance. K.3.B.III

iv. Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag. K.3.B.IV

v. Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America." K.3.B.V

Key Idea **Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.** K.4

Conceptual Understanding Children have basic universal rights or protections as members of a family, school, community, nation, and the world. K.4.A

i. Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination). K.4.A.I

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Conceptual Understanding Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group. K.4.B

i. Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger). K.4.B.I

Key Idea **Rules affect children and adults, and people make and change rules for many reasons.** K.5

Conceptual Understanding Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment. K.5.A

i. Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed. K.5.A.I

Conceptual Understanding People in authority make rules and laws that provide for the health and safety of all. K.5.B

i. Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials). K.5.B.I

Conceptual Understanding Children and adults have opportunities to contribute to the development of rules and/or laws. K.5.C

i. Students will be given an opportunity to create new rules as needed for class activities. K.5.C.I

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Key Idea **Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.** K.6

Conceptual Understanding A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions. K.6.A

i. Students will identify the differences and similarities between a globe and a map. K.6.A.I

Conceptual Understanding Places and regions can be located on a map or globe, using geographic vocabulary K.6.B

i. Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital). K.6.B.I

Conceptual Understanding Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary. K.6.C

i. Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between). K.6.C.I

Key Idea **People and communities are affected by and adapt to their physical environment.** K.7

Conceptual Understanding Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live. K.7.A

i. Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities. K.7.A.I

Key Idea **The past, present and future describe points in time and help us examine and understand events.** K.8

Conceptual Understanding Specific words and phrases related to chronology and time should be used when recounting events and experiences. K.8.A

i. Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs). K.8.A.I

Conceptual Understanding People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past. K.8.B

i. Students will retell a story and explain the value, idea, tradition, or important event that it expressed. K.8.B.I

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Key Idea **People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.** K.9

Conceptual Understanding A need is something that a person must have for health and survival, while a want is something that a person would like to have. K.9.A

i. Students will identify basic needs (food, clothing, and shelter). K.9.A.I

ii. Students will distinguish between a need and a want. K.9.A.II

Conceptual Understanding Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants. K.9.B

i. Students will identify examples of goods and services. K.9.B.I

Conceptual Understanding Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. K.9.C

i. Students will identify examples of scarcity. K.9.C.I