

# Kindergarten

## Practice Standards

### **1 The student will apply critical thinking skills to address authentic civic issues.** *K.P.1*

- 1** Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. *K.P.1.1*
  - A** Describe how people can work together to make decisions in the classroom and school. *K.P.1.1.A*
  - B** Engage in democratic processes to address authentic, real-world problems in the classroom. *K.P.1.1.B*
  - C** Identify and discuss local problems and ways in which people are trying to address these problems. *K.P.1.1.C*
- 2** Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. *K.P.1.2*
  - A** Collaboratively ask and respond to essential questions of common concerns to the student and community. *K.P.1.2.A*
  - B** Use supporting questions to help guide learning of specific social studies content. *K.P.1.2.B*
  - C** Practice critical thinking skills by responding to various levels of open-ended questions. *K.P.1.2.C*
  - D** With guidance, demonstrate understanding of social studies content through completion of authentic tasks. *K.P.1.2.D*

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**2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies. K.P.2**

- 1** Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. **K.P.2.1**
  - A** Identify democratic principles such as equality, fairness, and respect for the law. **K.P.2.1.A**
  - B** Identify responsibilities of people in authority in school and community settings. **K.P.2.1.B**
  - C** Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules. **K.P.2.1.C**
- 2** Develop skills which demonstrate an understanding of historical events and the people who shaped our history. **K.P.2.2**
  - A** Identify a primary source of information and with support, gather basic information (i.e., author, date, facts). **K.P.2.2.A**
  - B** Identify point of view and examples relevant to the student's experiences. **K.P.2.2.B**
  - C** Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support. **K.P.2.2.C**
- 3** Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. **K.P.2.3**
  - A** Answer geographic questions using geographic information about the student's own community. **K.P.2.3.A**
  - B** Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. **K.P.2.3.B**
  - C** Identify how the physical environment impacts our daily lives and affects human activities. **K.P.2.3.C**
- 4** Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. **K.P.2.4**
  - A** Collaboratively gather simple economic data from graphs. **K.P.2.4.A**
  - B** Identify needs and wants, including the concept of freedom of choice. **K.P.2.4.B**
  - C** Identify examples of the goods and services that school and community workers provide. **K.P.2.4.C**

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**3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts. K.P.3**

- 1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. **K.P.3.1**
  - A Locate the topic or main idea and supporting details of a text. **K.P.3.1.A**
  - B Use titles and graphic features, including photographs and illustrations, to understand a text. **K.P.3.1.B**
- 2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. **K.P.3.2**
  - A Identify the author's purpose, with guidance and support. **K.P.3.2.A**
  - B Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). **K.P.3.2.B**
  - C Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text. **K.P.3.2.C**

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**4 The student will develop a variety of evidence-based written products designed for multiple purposes. K.P.4**

- 1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. **K.P.4.1**
    - A Draw, label, dictate, and write an informative product with guidance and support. **K.P.4.1.A**
    - B With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support. **K.P.4.1.B**
  - 2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. **K.P.4.2**
    - A With guidance and support, generate a list of topics of interest and questions about social studies. **K.P.4.2.A**
    - B Organize information found during group research, using graphic organizers and other aids with guidance and support. **K.P.4.2.B**
    - C With guidance and support, deliver a simple presentation to communicate ideas and thoughts. **K.P.4.2.C**
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## Content Standards

### **1 The student will understand and demonstrate traits of good citizenship. K.C.1**

- 1 Describe the importance of being a member of a family, class, and school by explaining the purpose of rules, how everyone should be treated the same under the rules, and why natural consequences are the result of one's choices. **K.C.1.1**
  - 2 Describe authority figures in the school and community (e.g., principal, police officers) including why they are needed. **K.C.1.2**
  - 3 Identify ways that individuals can be patriotic and contributory members of the community (e.g., participate in community service projects, show respect for authority, demonstrate fairness). **K.C.1.3**
  - 4 Identify the importance of United States symbols, such as the Statue of Liberty, and how they are used to represent common ideals of Americans. **K.C.1.4**
  - 5 Identify the purpose of the Pledge of Allegiance and describe appropriate flag etiquette. **K.C.1.5**
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### **2 The student will understand the impact of historical events and people. K.C.2**

- 1 Identify past events that have occurred in the community (e.g., celebrations or festivals, famous people, founding stories, significant events, leaders who made a difference). **K.C.2.1**
- 2 Identify how the United States flag is a symbol of our country and its people, explaining the symbolism of its stripes (representing the first colonies and states) and its stars (representing the current states). **K.C.2.2**
- 3 Explain that different types of sources can be used to learn about the past (e.g., photographs, maps, books, artifacts, songs, oral histories, and art). **K.C.2.3**
- 4 Use words and phrases related to the concept of chronology (e.g., before, after; yesterday, today, tomorrow). **K.C.2.4**
- 5 Explain how people and the environment change over time (e.g., human growth, construction of roads and homes). **K.C.2.5**

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**3 The student will identify and examine the basic concepts of physical and human geography. K.C.3**

- 1 Ask geographic questions about where places are located and why they are located there. K.C.3.1
- 2 Explain that a map is a drawing of a place as viewed from above. K.C.3.2
- 3 Construct basic maps of the classroom, school, and neighborhood. K.C.3.3
- 4 Identify basic cardinal directions and terms used to describe relative location. K.C.3.4
- 5 Distinguish between land and water on a map. K.C.3.5
- 6 Explain that the school is part of a larger community and describe the features of the neighborhood around the school. K.C.3.6
- 7 Explain that one's community is within the state of Oklahoma and identify the state of Oklahoma on a map of the United States. K.C.3.7
- 8 Describe what makes one's community alike or different from other communities by comparing family and community customs and traditions. K.C.3.8

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**4 The student will identify basic economic concepts. K.C.4**

- 1 Differentiate between a need and a want by explaining that a need is necessary for survival while a want is something desired. K.C.4.1
- 2 Explain the difference between a good and a service, including how they are used to meet needs and wants. K.C.4.2
- 3 Identify examples of goods used by children, families, and communities (e.g., food, toys, clothing), drawing conclusions about where they come from and how they connect us to other communities. K.C.4.3
- 4 Identify examples of services provided by community members (e.g., medical care, fire protection, law enforcement, military service, elected officials). K.C.4.4
- 5 Explain the purpose of money and the relationship between work and earning money. K.C.4.5
- 6 Identify ways that people use their money, including spending on needs and wants, saving, and contributing to the community. K.C.4.6