

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten: A Child’s Place in Time and Space**

<b>History</b>	<b>People in Societies</b>	<b>Geography</b>	<b>Economics</b>	<b>Government</b>	<b>Citizenship Rights and Responsibilities</b>	<b>Study Skills and Methods</b>
<b>days of the week</b> <b>holidays</b> <b>time:</b> <ul style="list-style-type: none"> <li>• yesterday</li> <li>• today</li> <li>• tomorrow</li> </ul>	<b>community</b> <b>customs</b> <b>same</b> <b>traditions</b> <b>unique</b>	<b>behind/in front of</b> <b>front/back</b> <b>globes</b> <b>here/there</b> <b>natural resources</b> <b>over/under</b> <b>up/down</b>	<b>goods</b> <b>services</b> <b>wants</b>	<b>authority figures</b> <b>community</b> <b>safety</b> <b>security</b> <b>symbols:</b> <ul style="list-style-type: none"> <li>• the national flag</li> <li>• Pledge of Allegiance</li> </ul>	<b>choices</b> <b>citizen</b> <b>cooperate</b> <b>good citizen:</b> <ul style="list-style-type: none"> <li>• compassion</li> <li>• fairness</li> <li>• honesty</li> <li>• respect</li> <li>• responsibility</li> <li>• self-control</li> <li>• trust</li> </ul>	<b>communicate</b> <b>differences</b> <b>similarities</b>
<u><b>Must Introduce</b></u> 2-3. calendar future heritage past present		<u><b>Must Introduce</b></u> 6. environment	<u><b>Must Introduce</b></u> 1-2. choices needs	<u><b>Must Introduce</b></u> 1. democracy freedom values	<u><b>Must Introduce</b></u> 4. citizenship traits	<b>See the extensive number</b> of Thinking Processes and Skills on the next page.

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level.

**Must Introduce:** The vocabulary is introduced and discussed with students. Teachers are to provide students with models.

**Bold indicates student vocabulary mastered at this grade level.**

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**Kindergarten: A Child’s Place in Time and Space**

Stated Thinking Processes and Skills from the Indicators	“Attributes” Impact a Student’s Success	Identify the Problem Introduce										
<p><b>compare:</b> to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p><b>Compare is involved in nearly ALL of the following:</b></p> <p><b>demonstrate:</b> to make clear by using examples or experiments; to show your reasoning</p> <p><b>describe:</b> to analyze into its parts but less detailed than explain</p> <p><b>distinguish:</b> to identify as different from others; to clearly recognize common/critical attributes</p> <p><b>identify:</b> to show or prove the sameness of</p> <p><b>recognize:</b> to examine closely and identify the common and critical attributes</p> <p><b>sort:</b> to put things together that have the same feature(s) (classify, categorize, group) Students must distinguish common and critical attributes.</p> <p><b>Other Stated Verbs in the Indicators:</b></p> <table border="0"> <tr> <td><b>communicate</b></td> <td><b>recite</b></td> </tr> <tr> <td><b>discuss</b></td> <td><b>take</b></td> </tr> <tr> <td><b>listen</b></td> <td><b>use</b></td> </tr> <tr> <td><b>make</b></td> <td><b>work</b></td> </tr> <tr> <td><b>participate</b></td> <td></td> </tr> </table>	<b>communicate</b>	<b>recite</b>	<b>discuss</b>	<b>take</b>	<b>listen</b>	<b>use</b>	<b>make</b>	<b>work</b>	<b>participate</b>		<p><b>Common attribute:</b> the special characteristic that is <u>shared by all</u> of the objects in the set.</p> <p><b>Critical attribute:</b> the special characteristic that makes this object <u>different from all</u> other objects in the set.</p> <p>The critical thinking skill of attributing is needed in order to:</p> <ul style="list-style-type: none"> <li>• sequence</li> <li>• compare - contrast, and</li> <li>• classify a set of ideas or objects. (categorize, group, sort)</li> </ul> <p><b>Explain means to:</b></p> <ul style="list-style-type: none"> <li>• make plain or clear; understandable</li> <li>• give reasons for.</li> </ul> <p>Their responses must include sufficient quality information and proof. This frequently involves providing evidence about relationships.</p> <p>Explain requires <b>more details</b> than describe.</p> <p><b>Kindergarten Technique:</b> Use the term “tell,” but <u>require</u> students to begin giving quality evidence and reasons for their responses. (Think Alouds)</p> <p>Explain becomes the <b>most frequently stated</b> verb in the Indicators K-12.</p>	<p>Activate students' prior knowledge by asking them if they ever have had a problem to solve. Call on several students to share their thoughts.</p> <p>Next, introduce a chart with four columns and headings: <b>Somebody---Wanted --- But --- So</b></p> <p>Explain to students that many problems and solutions can be illustrated by filling in the graphic organizer.</p> <ul style="list-style-type: none"> <li>• <b>Somebody</b> is a person who wants or needs something. (character)</li> <li>• <b>Wanted</b> is the thing that person wants or needs. (plot)</li> <li>• <b>But</b> is the problem that is getting in the way of what the person wants or needs. (problem)</li> <li>• <b>So</b> is the solution to the problem.</li> </ul> <p>Example: <i>Beauty and the Beast</i></p> <ul style="list-style-type: none"> <li>• <b>Somebody:</b> the cursed beast</li> <li>• <b>Wanted:</b> wanted someone to break the spell and to love him for himself</li> <li>• <b>But:</b> he is mean, selfish, and unfriendly</li> <li>• <b>So:</b> Belle (Beauty) shows him how to become a better person.</li> </ul> <p>Transfer to historic events, economic issues and daily decision making, etc. See the graphic organizer page K-10.</p> <p>Adapted from: Karen Garcia, Parkview Elementary, Opa-locka, Florida</p>
<b>communicate</b>	<b>recite</b>											
<b>discuss</b>	<b>take</b>											
<b>listen</b>	<b>use</b>											
<b>make</b>	<b>work</b>											
<b>participate</b>												

Norton City Schools Standards-Based Social Studies Course of Study 2005

Kindergarten Scope and Sequence - A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Kindergarten – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Use a calendar to determine the day, week, month and year.</p>          <p>B. Place events in correct order on a time line.</p>	<p><u>Chronology</u> 1. Recite the <b>days of the week</b>.</p>          <p><u>Chronology</u> 2. Use vocabulary associated with <b>time</b> to distinguish broad categories of historical time such as long ago, <b>yesterday, today</b> and <b>tomorrow</b>.</p>          <p>3. Demonstrate understanding of one’s own personal life history such as birth, toddler and preschool.</p>	<p>1. Recite days in order (sequence).</p> <p>1. Children may talk to grandparents about their days in school.</p> <p>2. Historical time phrases such as, something that has happened in the distant past and/or far future (“Long, long ago...”)</p> <p>3. As a class activity children will bring in pictures and/or artifacts to show to show their stages of growth, such as, infant, toddler to present.</p> <p>2-3. <u>Vocabulary Must Introduce</u>: calendar, future, heritage, past, present</p>  <p><b>Literature Connections:</b> <u>Cookie’s Week</u> – Cindy Ward <u>In Times Long Ago</u> – Rozanne L. Williams <u>The Little House</u> – Virginia Lee Burton <u>Long Ago and Today</u> – Rozanne L. Williams</p> <p><b>Resources:</b> Norton City Schools <b>VHS tapes</b> reserved at 330-945-5600ext. 1276 or <a href="http://union.infohio.org/summit/">http://union.infohio.org/summit/</a> such as: <u>Long Ago, Yesterday and Today</u> (VO2438) or <u>Learning to Use a Calendar</u> (VO2437) They can also be purchased from 100% Educational Videos at 1-800-483-3383.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten — History Standard (continued)**

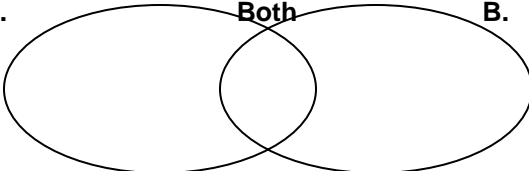
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<b>Ohio Benchmarks Grades K-2</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.</p>	<p><u>Heritage</u></p> <p>4. Recognize state and federal <b>holidays</b> and explain their significance.</p> <p>5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.</p> <p align="center">- - - - -</p> <p><b>Resource:</b> United Streaming Videos</p> <p>There are many animated stories available to facilitate students listening for information at: <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a> .</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>4. Apply Lang. Arts Indicators:</p> <ul style="list-style-type: none"> <li>- listen attentively to speakers, stories, poems and songs</li> <li>- connect what is heard with prior knowledge &amp; experiences.</li> </ul> <p>5. Use appropriate holidays to enhance the understanding of the diversity of our country, such as, Kwanza, Christmas, Hanukkah and Ramadan to compare and contrast traditions.</p> <p>5. Explain = evaluate</p> <p>1-5. Apply Study Skills Indicators: 1, 4, 5</p> <p>2-4. Apply Study Skills Indicators: 2-3</p> <p>4-5. Apply Lang. Arts Indicators: ask questions about a topic being studied or an area of interest.</p> <ul style="list-style-type: none"> <li>- use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.</li> </ul> <p>5. Apply Lang. Arts Indicators: visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.</p> <ul style="list-style-type: none"> <li>- Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.</li> </ul> <p><b>Literature Connections:</b> <u>Love You Forever</u> – Robert Munsch</p> <p><b>Resources:</b> <u>Discovery Links</u> - Emergent Readers Series by Newbridge at 1-800-867-0307 including:</p> <ol style="list-style-type: none"> <li>2. <u>Long Ago</u>.</li> <li>4. <u>4<sup>th</sup> of July</u> (See other standards for additional selections.)</li> </ol>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten — People in Societies Standard**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p><b>Ohio Benchmarks Grades K-2</b></p> <p>A. Identify practices and products of diverse cultures.</p>          <p>B. Identify ways that different cultures within the United States and the world have shaped our national heritage.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Cultures</u></p> <p>1. Identify ways that individuals in the family, school and <b>community</b> are <b>unique</b> and ways that they are the <b>same</b>.</p> <p><u>Diffusion</u></p> <p>2. Identify different cultures through the study of holidays, <b>customs</b> and <b>traditions</b> utilizing language, stories, folktales, music and the arts.</p>	<p><b>Vocabulary/Strategies</b></p> <p>1. Unique = special quality = the critical attributes and then the common attributes</p> <p>1. Complete Venn Diagrams:</p> <div data-bbox="1192 548 1934 883" style="border: 1px solid black; padding: 10px;"><p style="text-align: center;">A. <span style="margin-left: 150px;">Both</span> <span style="margin-left: 150px;">B.</span></p><p style="text-align: center;"><b>The Big Idea is:</b> (It is <b>essential</b> for students to complete this final conclusion from their Venn diagrams.)</p></div> <p>1. See <b>Addendum B</b> for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. Posters are provided.</p> <p>2. Begin with the cultures in the classroom/ district, then expand.</p> <p>2. Choose several versions of a known fairy tale to compare and contrast.</p> <p>1-2. Apply Study Skills Indicators: 1-5</p> <p>1-2. Apply Lang. Arts Indicator: use pictures and illustrations to aid comprehension.</p> <p><b>Literature Connections:</b> <u>City Mouse, Country Mouse</u> - Aesop <u>The Mitten: A Ukrainian Folktale</u> – Jan Brett <u>We're All Alike, We're All Different</u> – Scholastic <u>Whoever You Are</u> – Mem Fox</p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten — Geography Standard**

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<b>Ohio Benchmarks Grades K-2</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> <li>1. Identify and correctly use terms related to location, direction and distance <u>including</u>:               <ol style="list-style-type: none"> <li>a. <b>up/down</b>;</li> <li>b. <b>over/under</b>;</li> <li>c. <b>here/there</b>;</li> <li>d. <b>front/back</b>;</li> <li>e. <b>behind/in front of</b>.</li> </ol> </li> <li>2. Recite home address.</li> <li>3. Make models and maps representing real places <u>including</u> the classroom.</li> <li>4. Distinguish between land and water on maps and <b>globes</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relating these terms of spatial relationships to the environment, such as, chart poems, songs, finger plays</li> <li>2. Some situations do not allow for kids to recite address (legal issues, custody...)</li> <li>3. Using blocks, milk cartons, Lego's</li> <li>3. Apply the location vocabulary: up - down, behind - in front of, etc.</li> <li>3-4. Compare Process: students apply the their understanding of common and critical attributes. Example: the common attributes: water and land are both displayed on a map/globe. Critical attributes: the water is usually blue, and the land is usually green or brown.</li> <li>1-4. Apply Study Skills Indicators: 1, 2, 4, 5</li> <li>3-4. Apply Study Skills Indicators: 2-3</li> <li>3. Apply Lang. Arts Indicator: identify and discuss simple maps, charts and graphs.</li> </ol> <p><b>Literature Connections:</b>  <u>Blue Bug's Vegetable Garden</u> – Virginia Poulet  <u>Me on the Map</u> – Joan Sweeney</p> <p><b>Resource:</b>            Television program - <u>Dora the Explorer</u> an excellent support for map skills</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten — Geography Standard (continued)**

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<b>Ohio Benchmarks Grades K-2</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>B. Identify physical and human features of places.</p>	<p><u>Places and Regions</u></p> <p>5. Demonstrate familiarity with the school’s layout.</p> <p>6. Describe the immediate surroundings of home such as, streets, buildings, fields, woods, or lakes.</p>	<p>5. Take a “field trip” through the school to learn the layout. Choose student to lead class.</p> <p>5. Create a layout / map for immediate surroundings</p> <p>6. Have children verbally describe (using correct terms) their surroundings.</p> <p>6. <u>Vocabulary Must Introduce</u>: environment</p> <p>5-7. Apply Study Skills Indicators: 1-5</p>
<p>C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.</p>	<p><u>Human Environmental Interaction</u></p> <p>7. Identify key <b>natural resources</b> that are used in the students’ daily lives.</p>	<p>7. <b>natural resource</b>: a productive resource supplied by nature such as trees (paper), water (pop), oil (gasoline), etc .</p> <p><b>Literature Connections:</b>  <u>A House is a House for Me</u> - Mary Ann Hoberman  <u>City Mouse, Country Mouse</u> - Aesop</p> <p><b>Resources:</b> <u>Discovery Links</u> - Emergent Readers Series by Newbridge 1-800-867-0307 including:                      5-6. <u>Where We Live</u>  <u>My Neighborhood</u>                      7. <u>Wonderful Wheat</u>.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten — Economics Standard**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p><b>Ohio Benchmarks Grades K-2</b></p> <p>A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.</p> <p>B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> <li>1. Recognize that people have many <b>wants</b>.</li> <li>2. Explain how people make decisions in order to satisfy their wants.</li> </ol> <p><u>Production, Distribution and Consumption</u></p> <ol style="list-style-type: none"> <li>3. Identify <b>goods</b> and <b>services</b>.</li> </ol>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li>1. Students must distinguish between a want and a need.</li> <li>1. Wants – things not essential for survival – car, toy, telephone, an expensive house</li> <li>1. <b>Want:</b> a psychological or physical desire that can be fulfilled through the consumption of goods and services. (teacher definition)</li> <li>2. Brainstorm chart of wants/needs. Begin discussion and role play of how we make choices, such as, “You have money and you know you need bread. Do you buy a toy instead?”</li> <li>2. Complete a Somebody---Wanted --- But --- So Chart on page K-10.</li> <li>2. Explain = analyze</li> <li>1-2. <u>Vocabulary Must Introduce:</u> choice, needs – what is essential to keep a person alive: air, food, water, shelter, clothing</li> <li>3. <b>goods:</b> objects that are capable of satisfying people's wants. <b>services:</b> actions that are capable of satisfying people's wants. (state definitions) Students must distinguish the critical attribute.</li> <li>3. Role-play a store and/or restaurant.</li> <li>1-3. Apply Study Skills Indicators: 1-4</li> </ol> <p><b>Literature Connections:</b>  <u>A Bicycle for Rosaura</u> – Daniel Barbot  <u>The Little Red Hen</u> or <u>The Three Little Pigs</u> – Paul Galdone  <u>Chair for My Mother</u> – Vera B. Williams  <u>Peanut Butter and Jelly: A Playful Rhyme</u> – Puffin Unicorn</p> <p><b>Resources:</b> Norton City Schools <b>VHS tapes</b> reserved at 330-945-5600ext. 1276 or <a href="http://union.infohio.org/summit/">http://union.infohio.org/summit/</a> such as, <u>The Difference Between Wants &amp; Needs</u> (VO2434)</p> <p><u>Discovery Links</u> - Emergent Readers Series by Newbridge 1-800-867-0307 including: 1. <u>Needs</u> - <u>We Need Water</u></p> <p><u>What Do We Need?</u> – Creative Teaching Press (District purchase)</p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten – Government Standard**

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p> <p>B. Recognize and explain the importance of symbols and landmarks of the United States.</p>	<p><u>Role of Government</u></p> <p>1. Identify <b>authority</b> figures in the home, school and <b>community</b>.</p> <p><u>Role of Government</u></p> <p>2. Recognize <b>symbols</b> of the United States that represent its democracy and values <u>including</u>:</p> <p>a. the national flag; b. the Pledge of Allegiance.</p>	<p>1. Brainstorm lists of responsibilities of leaders in home (mom, dad), school (principal, secretary), community (mayor, police, etc.)</p> <p>1. Guest speaker to talk about role (mayor, police chief, etc.)</p> <p>1. <b>democracy</b>: a system of government in which political control is exercised by all the people, either directly or through their elected representatives. (teacher definition.)</p> <p>1. <u>Vocabulary Must Introduce</u>: <u>democracy</u> - defined as a life that has certain <u>freedoms</u> such as, voting for officials. (also define freedom) <u>values</u> = what we stand for such as honesty, respect</p> <p>1-2. Apply Study Skills Indicators: 1, 4, 5</p> <p>2. Apply Study Skills Indicators: 2-3</p> <p>2. Introduce the Lang. Arts Indicator: recognize and understand words, signs and symbols seen in everyday life (stop signs, restrooms) before democratic symbols such as, the flag.</p> <p><b>Literature Connections:</b> <u>The Flag We Love</u> - Pam Munoz Ryan <u>I Pledge Allegiance</u> – Bill Martin Jr. <u>My Country 'Tis of Thee</u> - Rebecca Germany <u>The Pledge of Allegiance</u> - Big Book by Macmillan/ McGraw-Hill Publishing</p> <p><b>Resource:</b> <u>The Pledge of Allegiance</u> from 100% Educational Videos at 1-800-478-1426</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten – Government Standard (continued)**

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote general welfare.

<p><b>Ohio Benchmarks Grades K-2</b></p> <p>C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Rules and Laws</u></p> <p>3. Identify purposes for having rules and ways that they provide order, <b>security</b> and <b>safety</b> in the home, school and community.</p>	<p><b>Vocabulary/Strategies</b></p> <p>3. Security examples:                  - locked doors = keeps strangers from coming into your home and our school building                  - people sign-in at the office = know who is in the building</p> <p>3. Safety examples:                  - no running in the halls = prevents falling                  - wear helmets when bicycling = prevents head injuries                  - keep matches away from children = prevents burns and fires                  - no talking during fire drills = can better hear safety directions</p> <p>3. Class rules/school rules</p> <p>3. Complete a Somebody - Wanted - But - So Chart</p> <div data-bbox="1241 881 1980 1360" style="border: 1px solid black; padding: 5px;"> <p><b>Problem Solving: Somebody-Wanted-But-So</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Somebody</th> <th style="width: 25%;">Wanted</th> <th style="width: 25%;">But</th> <th style="width: 25%;">So</th> </tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: bottom;">Who has the problem?</td> <td style="vertical-align: bottom;">What is the thing wanted?</td> <td style="vertical-align: bottom;">What problem / hurdle is in the way of the want?</td> <td style="vertical-align: bottom;">What is the answer or solution to the problem?</td> </tr> </tbody> </table> <p>- Somebody _____</p> <p>- Wanted _____</p> <p>- But _____</p> <p>- So _____</p> </div> <p>3. Apply Study Skills Indicators: 1, 4, 5</p>	Somebody	Wanted	But	So	Who has the problem?	What is the thing wanted?	What problem / hurdle is in the way of the want?	What is the answer or solution to the problem?
Somebody	Wanted	But	So							
Who has the problem?	What is the thing wanted?	What problem / hurdle is in the way of the want?	What is the answer or solution to the problem?							

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Kindergarten – Citizenship Rights and Responsibilities Standard**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

<b>Ohio Benchmarks Grades K-2</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Describe the results of cooperation in group settings and demonstrate the necessary skills.</p> <p>B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.</p>	<p><u>Participation</u></p> <p>1. Participate and <b>cooperate</b> in classroom activities.</p> <p><u>Rights and Responsibilities</u></p> <p>2. Take personal responsibility to follow directions and rules.</p> <p>3. Demonstrate the ability to make <b>choices</b> and take responsibility for personal actions.</p> <p>4. Discuss the attributes and actions of a <b>good citizen</b> with emphasis on:</p> <ul style="list-style-type: none"> <li>a. <b>trust</b>;</li> <li>b. <b>respect</b>;</li> <li>c. <b>honesty</b>;</li> <li>d. <b>responsibility</b>;</li> <li>e. <b>fairness</b>;</li> <li>f. <b>compassion</b>;</li> <li>g. <b>self-control</b>.</li> </ul>	<p>1. Class rules:</p> <ul style="list-style-type: none"> <li>- classroom management systems</li> <li>- cooperative learning groups</li> <li>- pair/share reading</li> </ul> <p>3. Personal actions = things you do and choices you make.</p> <p>4. Students don't need to define with the state definition below, but they need to understand how it relates to them such as:</p> <p>4d. throw away their trash, pick-up pencils from the floor, etc.</p> <p>4d. <b>responsibilities</b>: the conditions or tasks for which a person is accountable or answerable. (teacher definition)</p> <p>4e. Share classroom supplies with everyone rather than just one group or individual.</p> <p>4g. School rules such as, "no running in the halls" when going outside</p> <p>4. <u>Vocabulary Must Introduce</u>: citizenship traits</p> <p>4. Develop a citizenship trait for the month. Discuss what it means. Establish criteria for recognizing students who are displaying the trait. Select a citizen of the month that exemplifies the citizenship trait.</p> <p>4. Students need understanding of the term "attributes" as they compare given examples of good / poor citizenship.</p> <p>1-4. Apply Study Skills Indicators: 1, 4, 5</p>

## Norton City Schools Standards-Based Social Studies Course of Study 2005

### Kindergarten – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p><b>Ohio Benchmarks Grades K-2</b></p> <p>A. Obtain information from oral, visual, print and electronic sources.</p> <p>B. Predict outcomes based on factual information.</p>	<p><b>Universal: Applies to All Indicators</b> <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <p>1. Listen for information.</p> <p><u>Thinking and Organizing</u></p> <p>2. Sort objects or pictures according to appropriate criteria.</p> <p>3. Compare <b>similarities</b> and <b>differences</b> among objects or pictures:</p> <p>a. arrange according to attributes on the board or floor;</p> <p>b. discuss what they notice about the objects/pictures.</p>	<p><b>Vocabulary/Strategies</b></p> <p>1. Students are gathering the data to identify the problem or task.</p> <p>1. Apply to History Indicators: 1-5 Apply to People in Societies Indicators: 1-2 Apply to Geography Indicators: 1-7 Apply to Economics Indicators: 1-3 Apply to Government Indicators: 1-3 Apply to Citizenship Indicators: 1-4</p> <p>1. Apply Lang. Arts Indicator: Listen attentively to speakers, stories, poems and songs.</p> <p>2. <b>Sort</b> = Classify and the Needed Preskills are:</p> <ul style="list-style-type: none"><li>- Be able to Observe</li><li>- Define common/critical attributes</li><li>- Be able to compare</li></ul> <p>3. Arrange objects or pictures on the board or floor to create a type of graph. Discuss the “patterns” students notice about the graph.</p> <p>3. <b>Compare</b>: the Needed Preskills are:</p> <ul style="list-style-type: none"><li>- How to Observe</li><li>- Define and recognize common/critical attributes</li><li>- Define: features/characteristics</li></ul> <p>3. Use the Venn diagram page K-5.</p> <p>2-3. Apply to History Indicators: 2-4 Apply to People in Societies Indicators: 1-2 Apply to Geography Indicators: 3-7 Apply to Economics Indicators: 1-3 Apply to Government Indicators: 2 Apply Math Data Analysis Indicators: 2-3</p>
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