



**Access Social Studies**  
**Grade Kindergarten**  
**(#7721011)**

March 2020

# Access Social Studies Grade Kindergarten (#7721011)

## Course Standards

### SS.K.A.1.1:

Develop an understanding of how to use and create a timeline.

#### **Clarifications:**

Examples may include, but are not limited to: Put in order three things that happened during the school day.

#### **Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.K.A.1.In.a:</u></a>	Sequence three events using a simple timeline, such as events in the school day and at home.			
<a href="#"><u>SS.K.A.1.Su.a:</u></a>	Sequence two events in the school day to show which comes first.			
<a href="#"><u>SS.K.A.1.Pa.a:</u></a>	Recognize the next step in a sequenced activity.			

Resources:

Timelines: If You Take a Mouse to School lesson plan [Click Here](#)

### SS.K.A.1.2:

Develop an awareness of a primary source.

#### **Clarifications:**

Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.

#### **Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.K.A.1.In.b:</u></a>	Examine primary sources, such as photographs or paintings of a famous person.			
<a href="#"><u>SS.K.A.1.Su.b:</u></a>	Examine a primary source, such as a photograph.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.1.Pa.b:</a>	Associate a photograph or object with a person or event.			
Resources:	Colonial America Lesson Plan <a href="#">Click Here</a> Oceans and Continents Lesson plan <a href="#">Click Here</a>			

### [SS.K.A.2.1:](#)

Compare children and families of today with those in the past.

#### **Clarifications:**

Examples may include, but are not limited to, family life now versus family life when grandparents were young.

#### **Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.In.a:</a>	Recognize items from the present and the past, such as clothing and transportation.			
<a href="#">SS.K.A.2.Su.a:</a>	Recognize clothing from the present and the past.			
<a href="#">SS.K.A.2.Pa.a:</a>	Recognize a family member.			
Resources:	Colonial America Lesson Plan <a href="#">Click Here</a>			

### [SS.K.A.2.2:](#)

Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

#### **Clarifications:**

Examples may include, but are not limited to, federal holidays and ethnic celebrations..

#### **Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.In.b:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.			
<a href="#">SS.K.A.2.Su.b:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.Pa.b:</a>	Associate a celebration with an event, such as a birthday or holiday.			
Resources:				

### [SS.K.A.2.3:](#)

Compare our nation's holidays with holidays of other cultures.

#### **Clarifications:**

Examples may include, but are not limited to, National holidays are different in other countries.

#### **Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.In.c:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.			
<a href="#">SS.K.A.2.Su.c:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.			
<a href="#">SS.K.A.2.Pa.c:</a>	Associate a celebration with an event, such as a birthday or holiday.			
Resources:				

### [SS.K.A.2.4:](#)

Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

#### **Clarifications:**

Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

#### **Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.In.d:</a>	Identify an act of bravery or honesty in stories about someone from the past, such as George Washington.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.Su.d:</a>	Recognize a person who showed bravery in stories about the past.			
<a href="#">SS.K.A.2.Pa.d:</a>	Recognize a person in a story.			
Resources:	Harriet Tubman and the Underground Railroad lesson plan <a href="#">Click Here</a>			

### [SS.K.A.2.5:](#)

Recognize the importance of U.S. symbols.

#### **Clarifications:**

Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.

#### **Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.2.In.e:</a>	Recognize United States symbols, such as the American flag and bald eagle.			
<a href="#">SS.K.A.2.Su.e:</a>	Recognize a United States symbol, such as the American flag or bald eagle.			
<a href="#">SS.K.A.2.Pa.e:</a>	Recognize a patriotic song.			
Resources:	The American Flag lesson plan <a href="#">Click Here</a> United State Coins: The Penny Pot lesson plan <a href="#">Click Here</a>			

### [SS.K.A.3.1:](#)

Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

#### **Clarifications:**

Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.3.In.a:</a>	Identify concepts of time using words, such as before, after, morning, afternoon, day, and night.			
<a href="#">SS.K.A.3.Su.a:</a>	Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night.			
<a href="#">SS.K.A.3.Pa.a:</a>	Associate daytime with a common activity, such as getting dressed.			

Resources:

[SS.K.A.3.2:](#)

Explain that calendars represent days of the week and months of the year.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.A.3.In.b:</a>	Identify that the numbers on a calendar represent the date of the month.			
<a href="#">SS.K.A.3.Su.b:</a>	Recognize a calendar.			
<a href="#">SS.K.A.3.Pa.b:</a>	Associate an object or picture with a daily event, such as story time.			
Resources:				

[SS.K.C.1.1:](#)

Define and give examples of rules and laws, and why they are important.

**Clarifications:**

Examples are standing in line at school and wearing a bike helmet.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.C.1.In.a:</a>	Identify a classroom rule.			
<a href="#">SS.K.C.1.Su.a:</a>	Recognize a classroom rule.			
<a href="#">SS.K.C.1.Pa.a:</a>	Associate a simple rule with a behavior in the classroom.			
Resources:		Lilly's Purple Plastic Purse lesson plan <a href="#">Click Here</a>		

**[SS.K.C.1.2:](#)**

Explain the purpose and necessity of rules and laws at home, school, and community.

**Clarifications:**

Examples are attending school and wearing a seat belt.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.C.1.In.b:</a>	Identify reasons for having rules at home and in the classroom.			
<a href="#">SS.K.C.1.Su.b:</a>	Recognize reasons for having rules at home and in the classroom.			
<a href="#">SS.K.C.1.Pa.b:</a>	Associate a simple rule with a behavior in the classroom.			
Resources:		Curious George First Day of School lesson plan <a href="#">Click Here</a> Lilly's Purple Plastic Purse lesson plan <a href="#">Click Here</a>		

**[SS.K.C.2.1:](#)**

Demonstrate the characteristics of being a good citizen.

**Clarifications:**

Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.C.2.In.a:</a>	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.			
<a href="#">SS.K.C.2.Su.a:</a>	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.			
<a href="#">SS.K.C.2.Pa.a:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.			

Resources: Officer Buckle and Gloria Lesson Plan [Click Here](#)

**[SS.K.C.2.2:](#)**

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.C.2.In.b:</a>	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.			
<a href="#">SS.K.C.2.Su.b:</a>	Recognize a way to avoid conflicts with friends, such as by sharing.			
<a href="#">SS.K.C.2.Pa.b:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.			

Resources:

**[SS.K.C.2.3:](#)**

Describe fair ways for groups to make decisions.

**Clarifications:**

Examples are voting, taking turns, and coming to an agreement.



**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.C.2.In.c:</a>	Identify fair ways to make a decision, such as listening to other opinions or voting.			
<a href="#">SS.K.C.2.Su.c:</a>	Recognize a fair way to make a decision, such as raising hands or taking turns.			
<a href="#">SS.K.C.2.Pa.c:</a>	Associate making decisions with choices.			

Resources:

**[SS.K.E.1.1:](#)**

Describe different kinds of jobs that people do and the tools or equipment used.

**Clarifications:**

Examples are community helpers, firefighter and fire truck.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.E.1.In.a:</a>	Identify school and community workers, such as teachers, police, and firefighters.			
<a href="#">SS.K.E.1.Su.a:</a>	Recognize a community worker, such as a police officer or firefighter.			
<a href="#">SS.K.E.1.Pa.a:</a>	Recognize a school worker, such as a teacher or bus driver.			

Resources:

Community Helpers lesson plan [Click Here](#)**[SS.K.E.1.2:](#)**

Recognize that United States currency comes in different forms.

**Clarifications:**

Examples are coins and bills.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.E.1.In.b:</a>	Recognize forms of money, such as coins and bills.			
<a href="#">SS.K.E.1.Su.b:</a>	Recognize an example of money, such as a coin or bill.			
<a href="#">SS.K.E.1.Pa.b:</a>	Recognize differences in the appearance of coins.			
Resources:		Bunny Money lesson plan <a href="#">Click Here</a>		

**[SS.K.E.1.3:](#)**

Recognize that people work to earn money to buy things they need or want.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.E.1.In.c:</a>	Recognize that people use money to buy things they need in stores.			
<a href="#">SS.K.E.1.Su.c:</a>	Recognize an example of a place to buy food, such as a grocery store or restaurant.			
<a href="#">SS.K.E.1.Pa.c:</a>	Recognize a desired item or activity.			
Resources:		Bunny Money lesson plan <a href="#">Click Here</a>		

**[SS.K.E.1.4:](#)**

Identify the difference between basic needs and wants

**Clarifications:**

Examples of needs are clothing and shelter and examples of wants are video games and toys.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.E.1.In.d:</a>	Identify basic needs, such as food and clothing.			
<a href="#">SS.K.E.1.Su.d:</a>	Recognize basic needs, such as food and clothing.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.E.1.Pa.d:</a>	Recognize a basic need, such as food or clothing.			
Resources:				

**[SS.K.G.1.1:](#)**

Describe the relative location of people, places, and things by using positional words.

**Clarifications:**

Examples are near/far; above/below, left/right and behind/front.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.1.In.a:</a>	Identify the relative location of an object by using positional words, such as up/down and top/bottom.			
<a href="#">SS.K.G.1.Su.a:</a>	Identify the relative location of an object as up or down.			
<a href="#">SS.K.G.1.Pa.a:</a>	Recognize the location of an object or person.			
Resources: Mapping Penny's World lesson plan <a href="#">Click Here</a>				

**[SS.K.G.1.2:](#)**

Explain that maps and globes help to locate different places and that globes are a model of the Earth.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.1.In.b:</a>	Recognize a map as a drawing of a place.			
<a href="#">SS.K.G.1.Su.b:</a>	Recognize a picture of a location.			
<a href="#">SS.K.G.1.Pa.b:</a>	Associate a picture with a place.			
Resources: Florida Geography lesson plan <a href="#">Click Here</a> Mapping Penny's World lesson plan <a href="#">Click Here</a>				

[SS.K.G.1.3:](#)

Identify cardinal directions (north, south, east, west).

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.1.In.c:</a>	Recognize selected cardinal directions on a map.			
<a href="#">SS.K.G.1.Su.c:</a>	Recognize directions in which objects and people move.			
<a href="#">SS.K.G.1.Pa.c:</a>	Track movement in different directions.			

Resources:

[SS.K.G.1.4:](#)

Differentiate land and water features on simple maps and globes.

**Clarifications:**

Examples are blue is water and green/brown is land.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.1.In.d:</a>	Recognize a water feature on a map or globe.			
<a href="#">SS.K.G.1.Su.d:</a>	Recognize a water feature in a picture of a location.			
<a href="#">SS.K.G.1.Pa.d:</a>	Associate a picture with a place.			

Resources:

[SS.K.G.2.1:](#)

Locate and describe places in the school and community.

**Clarifications:**

Examples are the cafeteria, library, office, restrooms, and classroom.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.2.In.a:</a>	Identify a place in the classroom or school.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.2.Su.a:</a>	Recognize a place in the classroom or school.			
<a href="#">SS.K.G.2.Pa.a:</a>	Associate a place with a person or activity in the classroom or school.			
Resources:				

**[SS.K.G.2.2:](#)**

Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. Related

**Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.2.In.b:</a>	Identify features of own home, such as home is where I live and it is on a street.			
<a href="#">SS.K.G.2.Su.b:</a>	Recognize a feature of own home, such as home is where I live.			
<a href="#">SS.K.G.2.Pa.b:</a>	Associate own home with a person or object.			
Resources:				

**[SS.K.G.3.1:](#)**

Identify basic landforms.

**Clarifications:**

Examples are hills, forests, wetlands, and coasts.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.3.In.a:</a>	Recognize basic landforms, such as hills and forests.			
<a href="#">SS.K.G.3.Su.a:</a>	Recognize a basic landform, such as hills or forests.			
<a href="#">SS.K.G.3.Pa.a:</a>	Associate land with grass, dirt, or trees.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

**SS.K.G.3.2:**

Identify basic bodies of water.

**Clarifications:**

Examples are rivers, lakes, oceans, and gulfs.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.3.In.b:</a>	Recognize basic bodies of water in the local environment, such as a river and lake.			
<a href="#">SS.K.G.3.Su.b:</a>	Recognize a basic body of water in the local environment.			
<a href="#">SS.K.G.3.Pa.b:</a>	Recognize water in the environment.			

Resources:

**SS.K.G.3.3:**

Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.K.G.3.In.c:</a>	Recognize types of weather and a way weather affects people.			
<a href="#">SS.K.G.3.Su.c:</a>	Recognize a type of weather and a way weather affects people.			
<a href="#">SS.K.G.3.Pa.c:</a>	Associate a type of weather with its effect on people.			

Resources:

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[HE.K.C.2.4:](#) Explain the importance of rules to maintain health.

**Clarifications:**

Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">HE.K.C.2.In.d:</a>	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.			
<a href="#">HE.K.C.2.Su.d:</a>	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.			
<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.			

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

**Course Number:** 7721011

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas

**Abbreviated Title:** ACCESS SOC ST - K

**Course Attributes:** Class Size Core Required

**Course Status:** Course Approved