



Kindergarten:
*Introduction to History and
Social Science— Focus on
the Community*

***History and Social Science Standards of Learning
Curriculum Framework 2015***

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved January 2016

Copyright © 2016
by the
[Virginia Department of Education](#)
P. O. Box 2120
Richmond, Virginia 23218-2120

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction

Steven R. Staples

Chief Academic Officer/Assistant Superintendent for Instruction

John W. “Billy” Haun

Office of Humanities and Early Childhood

Christine A. Harris, Director

Christonya B. Brown, History and Social Science Coordinator

Betsy S. Barton, History and Social Science Specialist

NOTICE

The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

Kindergarten

Introduction to History and Social Science: Focus on the Community

The standards for kindergarten students focus on the local community and include an introduction to basic history and social science skills. During the course of their first year in school, students should learn about their community, including basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) viewing artifacts and primary and secondary sources to develop an understanding of history;
 - b) using basic map skills to support an understanding of the community;
 - c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
 - d) asking appropriate questions to solve a problem;
 - e) comparing and contrasting people, places, or events;
 - f) recognizing direct cause-and-effect relationships;
 - g) making connections between past and present;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
 - j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

History

- K.2 The student will recognize that history describes events and people from other times and places by
- a) identifying examples of historical events, stories, and legends that describe the development of the local community; and
 - b) identifying people who helped establish and lead the local community over time.
- K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

Geography

- K.4 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

- K.5 The student will use simple maps and globes to
- develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
 - describe places referenced in historical events, stories, and real-life situations;
 - locate land and water features;
 - identify basic map symbols in a map legend; and
 - identify places and objects of a familiar area.
- K.6 The student will develop an awareness that maps and globes
- show a view from above;
 - show things in smaller size; and
 - show the position of objects.
- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

- K.8 The student will match simple descriptions of work that people do with the names of those jobs.
- K.9 The student will
- recognize that people make choices because they cannot have everything they want; and
 - explain that people work to earn money to buy the things they want.

Civics

- K.10 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom; and
 - participating successfully in group settings.
- K.11 The student will develop an understanding of how communities express patriotism through events and symbols by

- a) recognizing the American flag;
- b) recognizing the Pledge of Allegiance;
- c) knowing that the president is the leader of the United States; and
- d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).