



Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.



History (H)	Standard	Core Concepts and Examples	Terms and Historic References
SS.K.H.1	Compare people, objects, and events of today and long ago.	<ul style="list-style-type: none">• Compare objects of the past and present, such as a butter churn and a mixer; compare clothing, houses, and transportation of the past with the present.• Identify concepts of time and chronology	<ul style="list-style-type: none">• Compare• Contrast
SS.K.H.2	Identify celebrations and holidays as a way of remembering and honoring events and people in the past.	<ul style="list-style-type: none">• Recognize historical people from a variety of cultures• Identify Thanksgiving; the Reverend Martin Luther King, Jr. Day; Presidents' Day; Memorial Day; Veterans' Day.	<ul style="list-style-type: none">• Holidays• Saints
SS.K.H.3	Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• George Washington• George Rogers Clark• Mercy Otis Warren• Dolly Madison• Chief• Little Turtle• Abraham Lincoln• Harriet Tubman• Tuskegee Airman Walter Palmer
SS.K.H.4	Identify and order events that take place in a sequence.	<ul style="list-style-type: none">• Identify events in the school day as first, next, last; list the day's classroom activities in order; place events, such as birthdays, in order; use a calendar to identify national	<ul style="list-style-type: none">• First, next, last



		holidays and historical events.	
SS.K.H.5	Explain that calendars are used to represent days of the week and months of the year.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Days of the week• Months of the year

Catholic Connections

- What are some of the events in Jesus' life that we remember?
- Who are some important people from the Bible?
- Who are some saints and other influential people from the Catholic Church?



Civics and Government (CG)	Standard	Core Concepts and Examples	Terms and Historic References
SS.K.CG.1	Identify examples of responsible citizenship in the school setting and in stories about the past and present.	<ul style="list-style-type: none">Identify and describe the roles and responsibilities of school personnel.	<ul style="list-style-type: none">Pastor, Principal, secretary, custodian, instructional assistant, bus driver, nurse, and teacherPast, PresentCitizenship
SS.K.CG.2	Give example of rules in the classroom and school and provide reasons for the specific rules.	<ul style="list-style-type: none">Identify and follow school rules to ensure order and safety.	<ul style="list-style-type: none">Respect, courtesy, honestyVirtues
SS.K.CG.3	Identify symbols and traditions associated with being citizens of Maryland/District of Columbia and the United States.	<ul style="list-style-type: none">Communicate patriotic symbols, songs, actions, and cultural celebrations.Identify the Maryland/District of Columbia flag and the United States flag.	<ul style="list-style-type: none">U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs



Geography (G)	Standard	Core Concepts and Examples	Terms and Historic References
SS.K.G.1	Use words related to location, direction, and distance.	<ul style="list-style-type: none">• Identify location, direction, and distance• Communicate personal directions to describe relative locations of people and objects.	<ul style="list-style-type: none">• here/there• over/under• left/right• up/down
SS.K.G.2	Identify maps and globes as ways of representing Earth and identify map symbols for land and water.	<ul style="list-style-type: none">• Identify the difference between land and water on a globe.	<ul style="list-style-type: none">• Maps• Globes• Symbols• Photographs• GPS
SS.K.G.3	Describe people and places in the school and community.	<ul style="list-style-type: none">• Recognize that people belong to different groups and live in different settings.	<ul style="list-style-type: none">• People in the school might include school workers; places might include the cafeteria, office, and gym. People in the community might include firefighters; places might include the fire station.
SS.K.G.4	Explore the relationship between humans and their physical environment	<ul style="list-style-type: none">• Identify types of weather and the impact of weather on everyday life.• Inquire about how people prepare for and respond to severe weather• Identify the four seasons.	<ul style="list-style-type: none">• Seasons• rainy, snowy, sunny, cloudy, foggy - choice of clothing



SS.K.G.5	Describe simple differences and similarities between ways people live in cities and on farms.	<ul style="list-style-type: none">• Explore places and regions.• Identify physical and human characteristics of a place	<ul style="list-style-type: none">• Similar, different• Cities, towns, farms, roads, highways
SS.K.G.6	Recommend ways that people can help keep their environment clean at home, in school and in the neighborhood.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Environment

Catholic Connections

- What does the fact that God made so many different parts to the earth tell us about God?
- How did everything in the universe come to be?
- Why did God make so many different kinds of places?



Economics (E)	Standard	Core Concepts and Examples	Terms and Historic References
SS.K.E.1	Recognize money is used to purchase goods and services to satisfy economic wants and needs.	<ul style="list-style-type: none">• Differentiate between wants and needs in decision-making• Explain the purposes of money.	<ul style="list-style-type: none">•
SS.K.E.2	Identify different kinds of jobs that people do.	<ul style="list-style-type: none">• Picture books and stories illustrate and identify different types of jobs, as well as tools and clothing used in different jobs.• Give examples of work activities that people do at home.	<ul style="list-style-type: none">• Chores
SS.K.E.3	Explain why people in a community have different jobs.	<ul style="list-style-type: none">• People may have different types of jobs because they like doing different things, or because they are better at doing one particular type of job.	<ul style="list-style-type: none">• Community

Catholic Connections

- When is it good to share?
- Why do grown-ups have a job and save money?
- What are ways we can show gratitude that we have things we need?



Individuals, Society, and Culture (ISC)	Standard	Core Concepts and Examples	Terms and Historic References
SS.K.ISC.1	Identify ways in which people are alike and different.	<ul style="list-style-type: none">Identify qualities, such as interests, hobbies, skills, and experiences, which make individuals unique.	<ul style="list-style-type: none">SimilarDifferent
SS.K.ISC.2	Identify individuals who are important in students' lives.	<ul style="list-style-type: none">Give examples of how families cooperate and work together.	<ul style="list-style-type: none">Parents, grandparents, guardians, siblings, aunts, uncles, and teachers
SS.K.ISC.3	Explore how families in the community are similar and different, yet are part of the community.	<ul style="list-style-type: none">Identify and compare similarities and differences in families in other places and cultures.Use picture books and stories to show the similarities and differences in houses, clothing, work, and celebrations.	<ul style="list-style-type: none">Culture