

Parent Guide for Social Studies

Kindergarten Diocese of Cleveland

Below is a list of the skills your child will be taught in Kindergarten.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Literacy in History/Social Studies–Reading: Literature	
	With prompting and support, identify characters, settings, and major events in a story.
Literacy in History/Social Studies–Reading: Informational Text	
	With prompting and support, ask and answer questions about key details in a text.
Literacy in History/Social Studies–Writing	
	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Literacy in History/Social Studies–Speaking and Listening	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	Continue a conversation through multiple exchanges.
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly.
Literacy in History/Social Studies–Language	
	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
OH: History	
Theme: A Child's Place in Time and Space Historical Thinking and Skills	
	Time can be measured.
	Personal history can be shared through stories and pictures.
Heritage	
	Heritage is reflected through the arts, customs, traditions, family celebrations and language.
	Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

OH: Geography	
Theme: A Child's Place in Time and Space Spatial Thinking and Skills	
	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
	Models and maps represent places.
Human Systems	
	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
	Individuals are unique but share common characteristics of multiple groups.
OH: Government	
Theme: A Child's Place in Time and Space Civic Participation and Skills	
	Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.
Rules and Laws	
	The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.
OH: Economics	
Theme: A Child's Place in Time and Space Scarcity	
	People have many wants and make decisions to satisfy those wants. These decisions impact others.
Production and Consumption	
	Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.
DOC: History	
Historical Thinking and Skills	
	Reason that time can be measured. Recite the days of the week using a calendar. Locate and name the month of the year using a calendar.
	Describe one's own personal history through stories and pictures.
Heritage	
	Observe that heritage is reflected through the arts, customs, traditions, family celebrations and language.
	Examine and utilize songs, poetry, stories, and drama that reflect the ethnic and racial heritages of the people of the United States.
	Recognize that nations are represented by symbols and practices. Symbols and practices of the United States represent its democracy and values and include the American flag, Pledge of Allegiance and the National Anthem.
	Discuss the significance of state, federal and religious holidays and the traditions that identify them.
DOC: Geography	
Spatial Thinking and Skills	
	Use terms related to location, direction and distance, as well as symbols and landmarks, to talk about the relative location of familiar places: Up/down, over/under, here/there, front/back, behind/ in front of; Cardinal directions; Local buildings, parks, churches.
	Recite home address, including the city.
Human Systems	
	Recognize that humans depend on and impact the physical environment in order to supply food, clothing and shelter. Recognize that people worldwide depend on others and the environment. Identify key natural resources that are used in students' daily lives.
	Describe how individuals are unique but share common characteristics of multiple groups.
	Identify different cultures through the study of holidays, customs, and traditions using language, stories, folktales, music, and art.

DOC: Economics	
Scarcity	
	Recognize and explain that people have many wants and make decisions to satisfy those wants. These decisions impact others.
	Describe how wants are different from needs.
	Explain how people make decisions in order to satisfy their wants.
Production and Consumption	
	Identify that goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.
	Describe resources needed to produce a familiar good or service.
	Identify goods or services that satisfy a need or a want.
	Describe resources needed to produce a familiar good or service.
DOC: Government and Citizenship	
Civic Participation and Skills	
	Discuss that individuals have shared responsibilities toward achievement of common goals in home, school and community. Participate and cooperate in classroom activities. Take personal responsibility to follow directions and rules. Demonstrate the ability to make choices and take responsibility for personal actions. Discuss the attributes and actions of a good citizen with emphasis on: trust, respect, honesty, responsibility, fairness, compassion and self-control.
	Identify authority figures in the home, school, and community.
	Explore characteristics of a good leader.
	Describe reasons why people have authority.
	Recognize the symbols of the United States that represent democracy, values, and freedom, including the American flag and the Pledge of Allegiance.
Rules and Laws	
	Identify that the purpose of rules and authority figures is to provide order, security and safety in the home, school and community. Discuss the significance of Constitution Day, September 17. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community. Identify authority figures in the home, school and community. Explore characteristics of good leaders and describe reasons why people have authority.
	Demonstrate their ability to make choices and take responsibility for personal actions.
	Exhibit personal responsibility to follow rules and directives.
	Demonstrate Christian values by treating others with respect.

Notes: _____
