

## FLORIDA SOCIAL STUDIES STANDARDS: GRADE K

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** by circling **M** or circle **W** for a **skill you are working on**. If you find a **skill you are not ready to tackle**, circle **NA**. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

### Time, Continuity, and Change [History]

#### Standard 1: The student understands historical chronology and the historical perspective.

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|---|---|----|--|
| M | W | NA | compares everyday life in different places and times and understands that people, places, and things change over time.                                     |
| M | W | NA | understands that history tells the story of people and events of other times and places.   |
| M | W | NA | knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).                         |
| M | W | NA | understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years). |

#### Standard 2: The student understands the world from its beginnings to the time of the Renaissance.

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|---|---|----|---|
| M | W | NA | knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines). |
| M | W | NA | understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).                                     |
| M | W | NA | understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).  |

#### Standard 3: The student understands Western and Eastern civilization since the Renaissance.

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|---|---|----|---|
| M | W | NA | knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).  |
| M | W | NA | understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).  |
| M | W | NA | understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures). |

#### Standard 4: The student understands U.S. history to 1880.

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|---|---|----|--|
| M | W | NA | knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good). |
| M | W | NA | knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents Day).            |
| M | W | NA | knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country,"; and the American flag).   |
| M | W | NA | understands the changes that occurred in people's lives when they moved from faraway places to the United States.  |

#### Standard 5: The student understands U.S. history from 1880 to the present day.

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|---|---|----|--|
| M | W | NA | knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).                      |
| M | W | NA | knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials) are associated with state and national history. |
| M | W | NA | knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).   |
| M | W | NA | understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).               |

# FLORIDA SOCIAL STUDIES STANDARDS: GRADE K

## People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.

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|---|---|----|---|
| M | W | NA | determines the absolute and relative location of people, places, and things.  |
| M | W | NA | uses simple maps, globes, and other three-dimensional models to identify and locate places.                             |
| M | W | NA | identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume). |
| M | W | NA | knows areas that can be classified as regions.  |

Standard 2: The student understands the interactions of people and the physical environment.

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|---|---|----|---|
| M | W | NA | identifies some physical and human characteristics of places.   |
| M | W | NA | knows how different communities have changed physically and demographically.  |
| M | W | NA | knows basic needs and how families in the U.S. and other countries meet them.   |
| M | W | NA | knows the role that resources play in our daily lives.  |
| M | W | NA | knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages. |

## Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

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|---|---|----|--|
| M | W | NA | knows how various symbols are used to depict Americans' shared values, principles, and beliefs.  |
| M | W | NA | knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.  |
| M | W | NA | understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far.";   |
| M | W | NA | recognizes major elected officials.  |
| M | W | NA | knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority.   |
| M | W | NA | understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good. |

Standard 2: The student understands the role of the citizen in American democracy.

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|---|---|----|--|
| M | W | NA | knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).  |
| M | W | NA | knows that a responsibility is a duty to do something or not to do something.  |
| M | W | NA | knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities. |
| M | W | NA | knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.           |

## Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

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|---|---|----|--|
| M | W | NA | understands how scarcity affects the choices people make in everyday situations.   |
| M | W | NA | knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.  |
| M | W | NA | knows the difference between goods and services and between consumers and producers.   |
| M | W | NA | understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received. |

Standard 2: The student understands the characteristics of different economic systems and institutions.

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|---|---|----|---|
| M | W | NA | understands that most people work in jobs in which they produce a few special goods or services.                          |
| M | W | NA | understands the basic concepts of markets and exchanges.  |
| M | W | NA | understands the basic functions of a bank.  |
| M | W | NA | understands that people in different places around the world depend on each other for the exchange of goods and services. |