

**OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
SOCIAL STUDIES CHECKLIST
~KINDERGARTEN~**

HISTORY—Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A: Use a calendar to determine the day, week, month and year.

- ____ 1. Recite the days of the week.

Benchmark B: Place events in correct order on a time line.

- ____ 2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
- ____ 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).

Benchmark C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

No indicators present for this benchmark.

Benchmark D: Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

- ____ 4. Recognize state and federal holidays and explain their significance.
- ____ 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

PEOPLE IN SOCIETIES---Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Identify practices and products of diverse cultures.

- ____ 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Benchmark B: Identify ways that different cultures within the United States and the world have shaped our national heritage.

- ____ 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

GEOGRAPHY—Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

- ____ 1. Identify and correctly use terms related to location, direction and distance including:
a. Up/Down;
b. Over/Under;
c. Here/There;
d. Front/Back;
e. Behind/In front of.
- ____ 2. Recite home address.
- ____ 3. Make models and maps representing real places including the classroom.
- ____ 4. Distinguish between land and water on maps and globes.

Benchmark B: Identify physical and human features of places.

- ____ 5. Demonstrate familiarity with the school's layout.
- ____ 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

Benchmark C: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

- ____ 7. Identify key natural resources that are used in the students' daily lives.

ECONOMICS—Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.

- ____ 1. Recognize that people have many wants.
- ____ 2. Explain how people make decisions in order to satisfy their wants.

Benchmark B: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.

- ____ 3. Identify goods and services.

Benchmark C: Explain ways that people may obtain goods and services.

No indicators present for this benchmark.

GOVERNMENT—Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide

order, maintain stability and promote the general welfare.

Benchmark A: *Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.*

____ 1. Identify authority figures in the home, school and community.

Benchmark B: *Recognize and explain the importance of symbols and landmarks of the United States.*

____ 2. Recognize symbols of the United States that represent its democracy and values including:
a. The national flag;
b. The Pledge of Allegiance.

Benchmark C: *Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.*

____ 3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES—Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: *Describe the results of cooperation in group settings and demonstrate the necessary skills.*

____ 1. Participate and cooperate in classroom activities.

Benchmark B: *Demonstrate personal accountability, including making choices and taking responsibility for personal actions.*

____ 2. Take personal responsibility to follow directions and rules.

____ 3. Demonstrate the ability to make choices and take responsibility for personal actions.

____ 4. Discuss the attributes and actions of a good

citizen with emphasis on:

- a. Trust;
- b. Respect;
- c. Honesty;
- d. Responsibility;
- e. Fairness;
- f. Compassion;
- g. Self-control.

SOCIAL STUDIES SKILLS AND METHODS—Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: *Obtain information from oral, visual, print and electronic sources.*

____ 1. Listen for information.

Benchmark B: *Predict outcomes based on factual information.*

____ 2. Sort objects or pictures according to appropriate criteria.

____ 3. Compare similarities and differences among objects or pictures.

Benchmark C: *Communicate information orally, visually or in writing.*

____ 4. Communicate information.

Benchmark D: *Identify a problem and work in groups to solve it.*

____ 5. Work with others by sharing, taking turns and raising hand to speak.