

**Portsmouth City School District
Lesson Plan Checklist**

Kindergarten Social Studies Academic Content Standards

Standard 1	Standard 2	Standard 3
<i>History</i>	<i>People in Societies</i>	<i>Geography</i>
Benchmarks	Benchmarks	Benchmarks
<p>A. Use a calendar to determine the day, week, month and year.</p> <p>B. Place events in correct order on a time line.</p> <p>C. Compare daily life in the past and present demonstrating an understanding that basic human needs remain the same, they are met in different ways in different times and places.</p> <p>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.</p>	<p>A. Identify practices and products of diverse cultures.</p> <p>B. Identify ways that different cultures within the United States and the world have shaped our national heritage.</p>	<p>A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.</p> <p>B. Identify physical and human features of places.</p> <p>C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.</p>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p>1. <u>Recite the days of the week.</u></p> <p>2. <u>Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.</u></p> <p>3. <u>Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).</u></p> <p>4. <u>Recognize state and federal holidays and describe their significance.</u></p> <p>5. <u>Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.</u></p>	<p>1. <u>Identify ways that individuals in the family, school and community are unique and ways that they are the same.</u></p> <p>2. <u>Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.</u></p>	<p>1. <u>Identify and correctly use terms related to location, direction and distance including:</u></p> <p style="margin-left: 20px;">a. <u>Up/Down;</u></p> <p style="margin-left: 20px;">b. <u>Over/Under;</u></p> <p style="margin-left: 20px;">c. <u>Here/There;</u></p> <p style="margin-left: 20px;">d. <u>Front/Back;</u></p> <p style="margin-left: 20px;">e. <u>Behind/In front of.</u></p> <p>2. <u>Recite home address.</u></p> <p>3. <u>Make models and maps representing real places including the classroom.</u></p> <p>4. <u>Distinguish between land and water on maps and globes.</u></p> <p>5. <u>Demonstrate familiarity with the schools' layout.</u></p> <p>6. <u>Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).</u></p> <p>7. <u>Identify key natural resources that are used in the student's daily lives.</u></p>

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Standard 4	Standard 5	Standard 6	Standard 7
<i>Economics</i>	<i>Government</i>	<i>Citizenship Rights and Responsibilities</i>	<i>Social Studies Skills and Methods</i>
Benchmarks	Benchmarks	Benchmarks	Benchmarks
<p>A. Explain how the scarcity resources requires people to make choices to satisfy their wants.</p> <p>B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.</p> <p>C. Explain ways that people may obtain goods and services.</p>	<p>A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p> <p>B. Recognize and explain the importance of symbols and landmarks of the United States.</p> <p>C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.</p>	<p>A. Describe the results of cooperation in group settings and demonstrate the necessary skills.</p> <p>B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.</p>	<p>A. Obtain information from oral, visual, print or electronic sources.</p> <p>B. Predict outcomes based on factual information.</p> <p>C. Communicate information orally, visually or in writing.</p> <p>D. Identify a problem and work in groups to solve it.</p>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p><u>1. Recognize that people have many wants.</u></p> <p><u>2. Explain how people make decisions in order to satisfy their wants.</u></p> <p><u>3. Identify goods and services.</u></p>	<p><u>1. Identify authority figures in the home, school and community.</u></p> <p><u>2. Recognize symbols of the United States that represent American democracy and values including:</u></p> <p style="margin-left: 20px;">a. <u>The national flag;</u></p> <p style="margin-left: 20px;">b. <u>The Pledge of Allegiance.</u></p> <p><u>3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.</u></p>	<p><u>1. Participate and cooperate in classroom activities.</u></p> <p><u>2. Take personal responsibility to follow directions and rules.</u></p> <p><u>3. Demonstrate the ability to make choices and take responsibility for personal actions.</u></p> <p><u>4. Discuss the attributes and actions of a good citizen with emphasis on:</u></p> <p style="margin-left: 20px;">a. <u>Trust;</u></p> <p style="margin-left: 20px;">b. <u>Respect;</u></p> <p style="margin-left: 20px;">c. <u>Honesty;</u></p> <p style="margin-left: 20px;">d. <u>Responsibility;</u></p> <p style="margin-left: 20px;">e. <u>Fairness;</u></p> <p style="margin-left: 20px;">f. <u>Compassion;</u></p> <p style="margin-left: 20px;">g. <u>Self-control.</u></p>	<p><u>1. Listen for information.</u></p> <p><u>2. Sort objects or pictures according to appropriate criteria.</u></p> <p><u>3. Compare similarities and differences among objects or pictures.</u></p> <p><u>4. Communicate information.</u></p> <p><u>5. Work with others by sharing, taking turns and raising hand to speak.</u></p>

