



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Indiana Academic Standards Resource Guide Social Studies Kindergarten

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APPENDIX A – TEACHER RESOURCE GUIDE

Kindergarten Social Studies

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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

Adam McMickle
Social Studies Specialist
Indiana Department of Education
amcmickle@doe.in.gov
317-234-5599

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Standard 1: History: Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

K.1.1: *Compare children and families of today with those from the past.*

Examples: *Compare clothing, houses, and other objects.*

Resources

[Clothing changes over time.](#)

[Education](#)

[Housing Differences](#)

K.1.2 Identify ways by which people, heritage, and events are commemorated and recognized.

Examples: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, and birthdays.

Resources

[George Washington](#)

[Chief Little Turtle](#)

[Abraham Lincoln](#)

[Harriet Tubman](#)

[Independence Day](#)

[Martin Luther King Jr.](#)

[President's Day](#)

[Memorial Day](#)

[Veteran's Day](#)

[Arbor Day](#)

K.1.3 Identify events and place events in a sequence.

Examples: Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order.

Resources

[Sequence Lesson Plan](#)

[Order of Events \(Video\)](#)

K.1.4 *Explain that calendars are used to represent the days of the week and months of the year.*

Examples: Use a calendar to identify days of the week using school activities and birthdays.

Resources

[History of Time](#)

[Calendars \(Video\)](#)

Standard 2: Government: Students learn that they are citizens of their school, community, and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

K.2.1 *Give examples of people who are community helpers and leaders and describe how they help us.*

Examples: Parents, teachers, school principal, bus drivers, and policemen

Resources

[Community Helpers \(Video\)](#)

K.2.2 *Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.*

Resources

[Explaining the Presidency \(Video\)](#)

[President Fun Facts](#)

K.2.3 *Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.*

Resources

[Introducing Your Class Rules](#)

[Ten Activities for Establishing Classroom Rules](#)

K.2.4 *Give examples of how to be a responsible family member and member of a group.*

Examples: *Respecting the property and rights of others, being honest and truthful, and respecting authority*

Resources

[Kid President Video](#)

Standard 3: Geography: Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.

K.3.1 *Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.*

Examples: *Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks.*

Resources

[Positional Words](#)

[Teaching Positional Terms](#)

K.3.2 *Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.*

Resources

[Maps](#)

[Oceans and Continents](#)

K.3.3 *Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.*

Examples: Cafeteria, library, office, restrooms, gym, and the fire station

Resources

[Positional Words](#)

[Teaching Positional Terms](#)

K.3.4 *Identify and describe the address and location of the school; understand the importance of an address.*

K.3.5 *Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.*

Examples: Use a variety of resources (newspapers, yearbooks, internet, maps, and photographs) to show the similarities and differences in family customs and celebrations, clothing, house types, work, and cultural and ethnic heritage.

Resources

[Seasons](#)

[Climate](#)

[Why Are There Seasons? \(Video\)](#)

K.3.6 *Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.*

Examples: Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

Resources

[Facts About Ethnic Groups for Kids](#)

[Culture and Customs For Kids](#)

K.3.7 *Recommend ways that people can improve their environment at home, in school, and in the neighborhood.*

Resources

[Helping Others](#)

Standard 4: Economics: Students explain that people do different jobs and work to meet basic economic wants.

K.4.1 *Explain that people work to earn money to buy the things they want.*

Resources

[How People Make and Spend Money \(Video\)](#)

[Jobs and Occupations](#)

K.4.2 *Identify and describe different kinds of jobs that people do, and the tools or equipment used in these jobs.*

Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

Resources

[Jobs and Occupations \(Video\)](#)

K.4.3 *Explain why people in a community choose different jobs.*

Examples: 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.

K.4.4 *Give examples of work activities that people do at home.*

Resources

[Chores \(Video\)](#)