

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>1. Sequence events using schedules, calendars, and timelines. Examples: daily classroom activities, significant events in students' lives</p> <ul style="list-style-type: none"> Differentiating among broad categories of historical time Examples: long ago, yesterday, today, tomorrow 	<p>History Living and Working Together in Family and Community K.FC.1</p>	<p>Students:</p> <ul style="list-style-type: none"> Create a timeline showing the significant events in their lives. Distinguish between yesterday, today and tomorrow, and name the days of the week which apply to each. Sort key events, including personal primary sources into categories such as "long ago", "yesterday", and "tomorrow". Understand that the daily classroom schedule helps them know where to go and when. 	<ul style="list-style-type: none"> schedule calendar timeline event history sequence yesterday long ago tomorrow 	<p>Students know:</p> <ul style="list-style-type: none"> The difference between today (present), tomorrow (future) and yesterday (past, or history). The names of the days of the week, and the order in which they come. A year is divided into months, and has heard the names of the months repeatedly . Vocabulary: long ago, yesterday, today, tomorrow, history, schedule, calendar, timeline, later, future, before, after 	<p>Students are able to:</p> <ul style="list-style-type: none"> List events in their lives in the order in which they occurred. Identify a calendar and know that each square or number on the calendar represents a day. Name the present month . Answer questions about their daily schedule: <ul style="list-style-type: none"> Does recess come before or after lunch? Do they go to library every day? Do they go to 	<p>Students understand that:</p> <ul style="list-style-type: none"> Time is measurable and ongoing. There are events in their lives that have already happened (past), events that are happening or will happen today (present), and events that will happen later (in the future). Some events have happened in their lifetime and some events happened long ago. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

					<p>lunch every day?</p> <ul style="list-style-type: none"> Identify events that happened a long time ago through the use of personal primary sources. 		
<p>2. Identify rights and responsibilities of citizens within the family, classroom, school, and community. Examples: taking care of personal belongings and respecting the property of others, following rules and recognizing consequences of breaking rules, taking responsibility for assigned duties</p>	<p>Civics and Government Living and Working Together in Family and Community K.FC.2</p>	<p>Students:</p> <ul style="list-style-type: none"> Create a visual representation of their immediate family that demonstrates each member's role within the family. Perform assigned classroom job. Recite a classroom rule when prompted by the teacher. Demonstrate proper care for their belongings and the belongings of others. 	<ul style="list-style-type: none"> rights responsibility citizen community consequence respect job duty role 	<p>Students know:</p> <ul style="list-style-type: none"> They are members of several groups: a family, a classroom, a school, a community. There are different roles for each member of these groups. The people in each of these groups are expected to act in certain ways and follow certain rules for the good of everyone in the group. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Recognize and identify the roles of individual family members, and various community members. Recognize the name of their school and the community around it. Demonstrate proper care for personal belongings and the belongings of others. Name classroom jobs 	<p>Students understand that:</p> <ul style="list-style-type: none"> People live and work together and have rules and expectations for pleasant and productive living. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

					<p>and understand each duty.</p> <ul style="list-style-type: none"> Understand classroom rules and know there are consequences for not obeying these rules. Distinguish between items that belong to them and items that belong to someone else. 		
<p>3. Describe how rules provide order, security, and safety in the home, school, and community.</p> <ul style="list-style-type: none"> Constructing classroom rules and procedures Determining consequences for not following classroom rules and procedures 	<p>Civics and Government Living and Working Together in Family and Community K.FC.3</p>	<p>Students:</p> <ul style="list-style-type: none"> Name a rule that protects his or her safety in each of these environments: the classroom, the home, the school, and the community. Identify consequences when the rule is not followed. Name a procedure that helps maintains order in each of these environments: 	<ul style="list-style-type: none"> order security safety construct consequence procedure obey rule 	<p>Students know:</p> <ul style="list-style-type: none"> The classroom has rules that, when followed, help everyone learn. Following the rules and respecting others should result in positive benefits. The difference between a rule and a procedure. Vocabulary: rule, procedure, order, security, 	<p>Students are able to:</p> <ul style="list-style-type: none"> Perform classroom and school procedures as prompted by the teacher. Recite the classroom rules and the consequences of breaking a particular rule. Participate in the creation of classroom rules. Participates in the discussion 	<p>Students understand that:</p> <ul style="list-style-type: none"> Rules exist in the classroom as well as the school, home, and the community. Rules are necessary for people to live and work together. There are consequences to breaking the rules. Procedures are guides 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

		<p>classroom, school, home, community.</p> <ul style="list-style-type: none"> Student can explain consequences when this procedure is not followed. 		<p>safety, consequence, construct</p>	<p>of community rules and laws.</p>	<p>that show us how to do things in the most effective way.</p> <ul style="list-style-type: none"> Procedures are used often, sometimes daily, in the school, class, home and community in order to be efficient and to know what is expected of them. 	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------	-------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>4. Differentiate between needs and wants of family, school, and community.</p> <ul style="list-style-type: none"> Comparing wants among different families, schools, and communities 	<p>Economics Living and Working Together in Family and Community K.FC.4</p>	<p>Students:</p> <ul style="list-style-type: none"> Distinguish between needs and wants. List the needs of a family, school, and community. Distinguish between personal wants and the needs of the family and community. Demonstrate effective decision making 	<ul style="list-style-type: none"> needs wants desire compare contrast choice survive 	<p>Students know:</p> <ul style="list-style-type: none"> People need certain things to live. There are things they want but are not necessary. Not all wants can be fulfilled. Vocabulary: choice, need, want, survive, desire, compare, contrast 	<p>Students are able to:</p> <ul style="list-style-type: none"> Recite items that are needs. Recite items that are wants. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There is a difference between a want and a need. Not all wants can be fulfilled. Choices usually have to be made when considering things they want. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

		when faced with a want verses a need.					
<p>5. Differentiate between goods and services. Examples: goods—food, toys, clothing services—medical care, fire protection, law enforcement, library resources</p>	<p>Economics Living and Working Together in Family and Community K.FC.5</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify examples of goods. Identify examples of services. Sort goods from services. 	<ul style="list-style-type: none"> goods services produce (to make or create) 	<p>Students know:</p> <ul style="list-style-type: none"> The differences between goods and services. Vocabulary: goods, services, produce 	<p>Students are able to:</p> <ul style="list-style-type: none"> Distinguish between goods and services. List goods they receive. List services they receive. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There is a difference between goods and services. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>6. Compare cultural similarities and differences in individuals, families, and communities. Examples: celebrations, food, traditions</p>	<p>Geography, History Living and Working Together in Family and Community K.FC.6</p>	<p>Students:</p> <ul style="list-style-type: none"> Describe a tradition of their culture including the food, clothing, activities, etc. that are part of it. Identify the similarities and differences among various cultural traditions. 	<ul style="list-style-type: none"> compare contrast culture celebration tradition 	<p>Students know:</p> <ul style="list-style-type: none"> Individuals, families, and communities mark special days or events in a variety of ways. Cultures are celebrated in different ways. Cultures follow a variety of traditions. Vocabulary: celebration, tradition, culture 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify celebrations and traditions within their culture. Recognize celebrations and traditions of other cultures. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are cultural similarities and differences among individuals, families, and communities. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>7. Describe roles of helpers and leaders,</p>	<p>Civics and Government</p>	<p>Students:</p>	<ul style="list-style-type: none"> leader 	<p>Students know:</p>	<p>Student are able to:</p>	<p>Students understand that:</p>	<p>Click below to access all ALEX resources</p>

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>including school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p>	<p>Living and Working Together in Family and Community K.FC.7</p>	<ul style="list-style-type: none"> Describe duties and responsibilities of school personnel. Identify community helpers and match them with the job they perform for the community. 	<ul style="list-style-type: none"> principal custodian volunteer rescue helper 	<ul style="list-style-type: none"> There are many adult helpers and leaders at our school and in our community. Each person has a different job and/or responsibility. Vocabulary: principal, custodian, volunteer, rescue 	<ul style="list-style-type: none"> Identify and call by role various adult helpers and leaders at their school including teacher, principal, custodian, volunteer, etc. Identify and call by role various adult helpers and leaders at their community including police officers, firefighters, rescue workers, etc. 	<ul style="list-style-type: none"> There are roles that various people play that help us in our community. 	<p>aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>8. Recognize maps, globes, and satellite images.</p>	<p>Geography Living and Working Together in Family and Community K.FC.8</p>	<p>Students:</p> <ul style="list-style-type: none"> Recognize the difference between a map, a globe and a satellite image. 	<ul style="list-style-type: none"> map globe satellite image 	<p>Students know:</p> <ul style="list-style-type: none"> We live on Earth and it is represented in various ways on maps, globes, and imagery. Vocabulary: satellite, map, globe, image 	<p>Students are able to:</p> <ul style="list-style-type: none"> Recognize that a globe represents Earth. Recognize that a maps and satellite mages represents places on Earth. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Maps and globes are representatio ns of places on Earth including their homes, communities and larger world and can be used in a variety of ways. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>9. Differentiate between land forms and bodies of water on maps and globes.</p>	<p>Geography Living and Working Together in Family and Community K.FC.9</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify areas that represent water or land on a map or a globe. 	<ul style="list-style-type: none"> land form body of water map globe difference 	<p>Students know:</p> <ul style="list-style-type: none"> The difference between water and land and they are represented differently on maps and globes. Vocabulary: land form, body of water, map, globe 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify land and water on a map or globe that has been represented in a variety of ways (color, texture, symbols, etc.). 	<p>Students understand that:</p> <ul style="list-style-type: none"> Land and water are represented differently on maps and globes. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>10. Apply vocabulary related to giving and following directions. Example: locating objects and places to the <i>right</i> or <i>left</i>, <i>up</i> or <i>down</i>, <i>in</i> or <i>out</i>, <i>above</i> or <i>below</i></p>	<p>Geography Living and Working Together in Family and Community K.FC.10</p>	<p>Students:</p> <ul style="list-style-type: none"> Give directions to locate objects using directional vocabulary. 	<ul style="list-style-type: none"> directions following directions giving directions 	<p>Students know:</p> <ul style="list-style-type: none"> How to locate objects or tell someone else how/where to locate an object by using certain words. Vocabulary: right, left, up, down, in, out, above, below 	<p>Students are able to:</p> <ul style="list-style-type: none"> Complete a task by following directions given verbally by the teacher. Complete a task by giving directions verbally. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Different words indicate a directions in which one might move or locate an object. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation. (Alabama) Examples: symbols—United States flag, Alabama flag, bald</p>	<p>History, Civics and Government Living and Working Together in Family and Community K.FC.11</p>	<p>Students:</p> <ul style="list-style-type: none"> Recognize our country's important symbols and customs. Identify famous national and 	<ul style="list-style-type: none"> symbol custom famous celebrations 	<p>Students know:</p> <ul style="list-style-type: none"> Our state and nation has certain symbols that represent it and its people. There are certain customs common to 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify various symbols of our state and nation, including the American flag, Alabama flag, bald eagle, etc. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are certain symbols, customs, celebrations, and famous individuals recognized by 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>eagle (Alabama) customs—pledging allegiance to the United States flag, singing "The Star - Spangled Banner" individuals—George Washington; Abraham Lincoln; Squanto; Martin Luther King, Jr. celebrations—Fourth of July, Memorial Day, Veterans Day</p>		<p>state individuals.</p> <ul style="list-style-type: none"> Recognize the "Pledge of Allegiance" and "The Star Spangled Banner" and demonstrate appropriate etiquette for each. Recognize the importance of various national and state holidays. 		<p>citizens of our state and nation.</p> <ul style="list-style-type: none"> There are celebrations common to the citizens of our state and nation. There are certain individuals who are widely recognized as representatives of our state and nation. Vocabulary: symbol, custom, celebrate, celebration, represent, representative, state, nation, Alabama, United States, pledge, allegiance 	<ul style="list-style-type: none"> Identify various customs of our state and nation, including reciting the "Pledge of Allegiance," singing the "Star Spangled Banner," etc. Identify various famous individuals of our state and nation, including George Washington, Abraham Lincoln, Martin Luther King Jr., etc. Identify various celebrations of our state and nation, including The Fourth of July, Memorial Day, Veterans Day, etc. 	<p>most citizens of our state and nation.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------	--

<p>12. Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.</p>	<p>Economics, History, Civics and Government Living and Working Together in Family and</p>	<p>Students:</p> <ul style="list-style-type: none"> Compare and contrast schools, communication, transportation, jobs and recreation of 	<ul style="list-style-type: none"> community family transportation communication 	<p>Students know:</p> <ul style="list-style-type: none"> Families and communities of today participate in many of the same activities that families 	<p>Students are able to:</p> <ul style="list-style-type: none"> Name various jobs performed by family and community members in the 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are many similarities and differences between the 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Grade K Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<ul style="list-style-type: none"> Identifying ways everyday life has both changed and remained the same 	<p>Community K.FC.12</p>	<p>the past and present.</p>	<ul style="list-style-type: none"> recreation long ago 	<p>and communities of the past participate in.</p> <ul style="list-style-type: none"> Some aspects of family and community ways of life have changed over time while others have remained the same or similar. 	<p>past and present.</p> <ul style="list-style-type: none"> Describe the ways schools, communication, transportation, and recreation of the past are similar and different to the ways of today. 	<p>ways people lived in the past and the ways we live today.</p>	
-------------------------------------------------------------------------------------------------------------------------	------------------------------	------------------------------	--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------	--