

## Social Studies Curriculum Kindergarten

**Overview** The kindergarten POS embeds and expands upon the Virginia Standards of Learning. It provides students with a framework for laying the foundation for lifelong learning in history, geography, civics, and economics. This framework meets the needs and interests of children through meaningful, connected content.

**Key:**

 FCPS specific

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### SS.K



#### Standard 1 Essential

### RECOGNIZE THAT HISTORY DESCRIBES EVENTS OF OTHER TIMES & PLACES

The student will recognize that history describes events and people of other times and places

#### State Notes

Essential Questions:

- \* What can we learn about people and events from long ago?
- \* Who are the people that we remember on these holidays?
- \* Why do we celebrate these holidays?

#### FCPS Notes

The VDOE Curriculum Framework for Kindergarten identifies Pocahontas as a key person students should learn. FCPS has moved the study of Pocahontas from Kindergarten to 2<sup>nd</sup> grade, where she is taught in the context of the unit on American Indians (First Americans).

FCPS has moved the study of Squanto from the VDOE Curriculum Framework in 2<sup>nd</sup> grade to kindergarten where Squanto is taught in the context of the study of Thanksgiving as a traditional holiday.

FCPS recommends that the following key people of other times and places and holidays be taught in context of the study of holidays: Johnny Appleseed, Rosa Parks, George Washington Carver, Christopher Columbus, and Martin Luther King, Jr., Columbus Day, and Flag Day.

#### Essential Understanding

- \* History relates events that have already happened.
- \* History teaches us about the interesting lives of people long ago.
- \* We celebrate holidays to remember people and events of long ago.



#### Benchmark 1.a Essential

### Identify Examples of Past Events - Legends/Stories/Historical Accounts

The student will identify examples of past events in legends, stories, and historical accounts of George Washington, Betsy Ross, and Abraham Lincoln.

#### Indicator 1.a.1 Essential

##### Define and differentiate the terms "long ago", "past" and "present"

Define the terms "long ago", "past" and "present" and describe the difference between them.

#### Indicator 1.a.2 Essential

##### Define and differentiate the terms "real" and "make believe"

Define "real" and "make-believe" and describe the difference between them.

#### Indicator 1.a.3 Essential

##### Describe George Washington: first President, "Father of Our Country"

Describe George Washington as the first President of the United States, who is often called the "Father of Our Country".

#### Indicator 1.a.4 Essential

##### Describe Betsy Ross: woman credited with sewing the 1st US flag


Describe Betsy Ross as a woman who is believed to have sewn one of the first flags of our country.

#### Indicator 1.a.5 Essential

##### Describe Abraham Lincoln: the US President called "Honest Abe"


Describe Abraham Lincoln as a United States President who is often called "Honest Abe".

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**Indicator 1.a.6** Expected 


Describe Johnny Appleseed (John Chapman): planted apple orchards

*Describe Johnny Appleseed as a man whose real name was John Chapman, and who became known as Johnny Appleseed because legends say he carried a bag of apple seeds and planted apple orchards as he moved west.*

**Indicator 1.a.7** Expected 


Describe Rosa Parks: fairness for all & refused to move to back of bus

*Describe Rosa Parks as a woman who believed in fairness for all people and refused to move to the back of the bus.*

**Indicator 1.a.8** Expected 


Describe George Washington Carver: famous scientist & peanut farmer

*Describe George Washington Carver as a famous scientist and farmer who planted peanuts and made a variety of peanut products.*

**Indicator 1.a.9** Expected 


Describe Squanto: American Indian; taught the Pilgrims how to survive

*Describe Squanto as an American Indian (First American) man who was viewed as a hero to the Pilgrims in the Plymouth colony because he taught them how to plant corn and where to hunt and fish.*

**Indicator 1.a.10** Expected 

Describe Christopher Columbus: one of the early explorers of America

*Describe Christopher Columbus as one of the early explorers of America.*

**Indicator 1.a.11** Expected 

Describe Martin Luther King, Jr: helped change laws to be fair for all

*Describe Martin Luther King, Jr. as an important person who helped change the laws so that all people would be treated fairly.*

**Indicator 1.a.12 Essential**  
**Use information from resources to identify historical examples**

Use information from print and non-print resources to identify examples of past events in legends, stories, and historical accounts of famous people.

**Indicator 1.a.13 Essential**  
**Separate fact from fiction**

Separate fact from fiction.


**Indicator 1.a.14 Essential**  
**Identify primary ideas expressed in data**

Identify primary ideas expressed in data.



**Benchmark 1.b Essential**  
**Identify the People and Events Honored in Holidays**

The student will identify the people and events honored in the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day.

**Indicator 1.b.1** Expected 

Describe Columbus Day: to remember Columbus' voyage to the New World

*Describe Columbus Day:*

*\* This is a day to remember when Christopher Columbus made his voyage to the New World.*

*\* It is observed in October.*

**Indicator 1.b.2 Essential**  
**Describe Thanksgiving Day: to remember the sharing of the harvest**

Describe Thanksgiving Day:

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- \* This is a day to remember the sharing of the harvest with the American Indians (First Americans).
- \* It is observed in November.

### **Indicator 1.b.3 Essential**

#### **Describe Martin Luther King Jr Day: to remember his work for fairness**

Describe Martin Luther King, Jr. Day:

- \* This is a day to remember an African American who worked so that all people would be treated fairly.
- \* It is observed in January.

### **Indicator 1.b.4 Essential**

#### **Describe Presidents' Day: to honor all presidents of the United States**

Describe Presidents' Day:

- \* This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln.
- \* It is observed in February.

### **Indicator 1.b.5 Expected**

Describe Flag Day: to show our respect for the United States flag

*Describe Flag Day:*

- \* *This is a day when we show our respect for the United States flag.*
- \* *It is observed in June.*

### **Indicator 1.b.6 Essential**

#### **Describe Independence Day: to remember when the US became a country**

Describe Independence Day (Fourth of July):

- \* This is a day to remember when the United States became a new country.
- \* It is sometimes called America's birthday.
- \* It is observed in July.

### **Indicator 1.b.7 Essential**

#### **Use information from resources to identify people honored in holidays**

Use information from print and non-print resources to identify the people and events honored in special holidays.

### **Indicator 1.b.8 Expected**

Participate in patriotic learning experiences

*Participate in patriotic learning experiences through drawing/writing, art, dramatic play, music, poetry, movement, and technology.*

### **Indicator 1.b.9 Expected**

Recognize devices for measuring time such as clocks and watches

*Recognize devices for measuring the passage of time, such as clocks and watches.*

### **Indicator 1.b.10 Essential**

#### **Use a calendar**

Use a calendar.

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### **Standard 2 Essential**

#### **DESCRIBE LIFE IN THE PRESENT & PAST; SEE THAT THINGS CHANGE OVER TIME**

**The student will describe everyday life in the present and in the past and begin to recognize that things change over time.**

#### **State Notes**

Essential Question:

- \* How is life today different from life of long ago?

#### **Essential Understanding**

- \* Everyday life today is different from life long ago.
- \* Stories and families can describe events from the past.

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**Benchmark 2.a Essential**

**Describe Life in the Present & Past and Recognize Change Over Time**

The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

**Indicator 2.a.1 Essential**

**Define "past" as something that has already happened**

Define "past" as something that has already happened.

**Indicator 2.a.2 Essential**

**Define "present" as what is happening now**

Define "present" as what is happening now.

**Indicator 2.a.3 Essential**

**Collect information about the past from print & non-print sources**

Collect information about life in the past from print and non-print sources through the study of Thanksgiving and the stories of Betsy Ross, George Washington, and Abraham Lincoln.

**Indicator 2.a.4 Essential**

**Share family pictures, and gather information about the past & present**

Gather information about life in the past and present by sharing family pictures and stories.

**Indicator 2.a.5 Essential**

**Classify and compare information about life in the present & the past**

Classify and compare information about life in the present and in the past.

**Indicator 2.a.6 Essential**

**Describe pictures showing everyday life in the present and the past**

Describe pictures showing everyday life in the present and in the past.



**Benchmark 2.b Expected**

**Develop a Sense of Self and Family as Members of Diverse Community**

*The student will begin to develop a sense of self and family as members of a diverse community.*

**Indicator 2.b.1 Expected**

Recognize self as a unique individual who grows and changes over time  
*Recognize self as a unique individual who grows and changes over time.*

**Indicator 2.b.2 Expected**

Identify self by name, address, phone number and birthday month & day  
*Identify self by:*

- \* Name
- \* Address
- \* Telephone number
- \* Month and day of birth

**Indicator 2.b.3 Expected**


Recognize and compare similarities and differences in families  
*Recognize and compare similarities and differences in families.*

**Indicator 2.b.4 Expected**

Share and compare family traditions and celebrations  
*Share and compare family traditions and celebrations.*

**Indicator 2.b.5 Expected**

Develop a sense of self and family as unique members of a community  
*Develop a sense of self and family as unique members of a community.*

**Indicator 2.b.6** Expected   
Discuss cultural similarities & differences in classroom and community  
*Discuss cultural similarities and differences within the classroom and community.*

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 **Standard 3 Essential**

**DESCRIBE THE RELATIVE LOCATIONS OF PEOPLE, PLACES, & THINGS**

The student will describe the relative location of people, places, and things, by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

**State Notes**

Essential Question:

\* What words are used to describe the location of people, places, and things?

**Essential Understanding**

\* The location of people, places, and things can be described in terms of their relationship to other people, places, and things.

\* There are certain words that help us describe where people, places, and things are located.



**Benchmark 3.a Essential**

**Describe the Relative Location of People, Places and Things**

The student will describe the relative location of people, places, and things, by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

**Indicator 3.a.1 Essential**

**Recognize the terms "near" and "far"**

Recognize the terms "near" and "far".

**Indicator 3.a.2 Essential**

**Recognize the terms "above" and "below"**

Recognize the terms "above" and "below".

**Indicator 3.a.3 Essential**

**Recognize the terms "left" and "right"**

Recognize the terms "left" and "right".

**Indicator 3.a.4 Essential**

**Recognize the terms "behind" and "in front"**

Recognize the terms "behind" and "in front".

**Indicator 3.a.5 Essential**

**Demonstrate how words are used daily to describe locations**

Demonstrate how these words are used daily to describe where people, places, and things are located: near, far, above, below, left, right behind, and in front.

**Indicator 3.a.6 Essential**

**Describe the locations of people, places, and things**

Describe the locations of people, places, and things.

**Indicator 3.a.7 Essential**

**Develop beginning map skills through the manipulation of objects**

Develop beginning map skills through the manipulation of objects.

**Indicator 3.a.8 Essential**

**Develop fluency in the use of directional words**

Develop fluency in the use of directional words.



**Standard 4 Essential**

**DEVELOP AWARENESS OF MAPS & GLOBES, DESCRIBE PLACES & LOCATE FEATURES**

The student will use simple maps and globes to develop awareness of maps and globes, describe places, and locate land and water features.

**State Notes**

Essential Questions:

- \* What can be used to show a model of the Earth?
- \* How can maps be used to locate areas referenced in stories and in real-life situations?
- \* How are land and water features shown on maps and globes?

**Essential Understanding**

- \* Maps and globes represent the Earth.
- \* The location of places referenced in stories and real-life situations can be shown on maps or globes.
- \* Land and water features can be found on maps and globes.



**Benchmark 4.a Essential**

**Develop Awareness of Maps and Globes**

The student will develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.

**Indicator 4.a.1 Essential**

**Define a map as a drawing that shows what places look like from above**

Define a map as a drawing that shows what a place looks like from above.

**Indicator 4.a.2 Essential**

**Define a globe as a round model of Earth**

Define a globe as a round model of the Earth.

**Indicator 4.a.3 Essential**

**Define a model as something that stands for something else**

Define a model as something that stands for something else.

**Indicator 4.a.4 Expected**



Use resource materials such as maps and globes

*Use resource materials such as maps and globes.*



**Benchmark 4.b Essential**

**Describe Places Referenced in Stories and Real-life Situations.**

The student will describe places referenced in stories and real-life situations.

**Indicator 4.b.1 Essential**

**Recognize that maps or globes can show locations referenced in stories**

Recognize that maps or globes can show the location of places referenced in stories and real-life situations.

**Indicator 4.b.2 Essential**

**Describe how maps can show simple drawings of classrooms, etc.**

Describe how maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.

**Indicator 4.b.3 Essential**

**Use maps to locate school, classroom, evacuation route & neighborhood**

Use a variety of maps to locate designated areas:

- \* school
- \* classroom
- \* fire drill evacuation route
- \* neighborhood

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**Benchmark 4.c Essential**

**Locate Land and Water Features**

The student will locate land and water features.

**Indicator 4.c.1 Essential**

**Describe how land/water features have different colors on maps/globes**

Describe how land and water features on maps and globes are shown by different colors.

**Indicator 4.c.2 Essential**

**Identify and locate features on maps and globes**

Identify and locate features on maps and globes.

**Indicator 4.c.3 Essential**

**Differentiate color symbols on maps and globes**

Differentiate color symbols on maps and globes.



**Benchmark 4.d Expected**

Become Aware of the Influence of Weather, Climate & Surroundings

*The student will become aware of how weather, climate, and physical surroundings influence life.*

**Indicator 4.d.1 Expected**

Observe physical surroundings  
*Observe physical surroundings.*

**Indicator 4.d.2 Expected**

Participate in daily weather activities  
*Participate in daily weather activities.*

**Indicator 4.d.3 Expected**

Recognize that land, air, and water are natural resources  
*Recognize that land, air, and water are natural resources.*

**Indicator 4.d.4 Expected**

Become aware of the importance of using natural resources responsibly  
*Become aware of the importance of using natural resources responsibly.*

**Indicator 4.d.5 Expected**

Practice conservation by reducing waste, reusing & recycling materials  
*Practice basic conservation by reducing waste and reusing and recycling materials.*

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**Standard 5 Essential**

**DEVELOP AN AWARENESS OF THE VIEWS PROVIDED BY MAPS & GLOBES**

The student will develop an awareness that maps and globes show a view from above, show things in smaller size, and show the position of objects.

**State Notes**

Essential Question:

\* Why are maps and globes important?

**Essential Understanding**

\* Basic map concepts will help students use maps and globes.



**Benchmark 5.a Essential**

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**Develop an Awareness that Maps and Globes Show a View from Above.**

The student will develop an awareness that maps and globes show a view from above.

**Indicator 5.a.1 Essential**

**Develop an awareness that maps and globes show a view from above**

Develop an awareness that maps and globes show a view from above.

**Indicator 5.a.2 Essential**

**Develop concepts of space by actively exploring the environment**

Develop concepts of space by actively exploring the environment.



**Benchmark 5.b Essential**

**Develop an Awareness that Maps and Globes Show Things in Smaller Size**

The student will develop an awareness that maps and globes show things in smaller size.

**Indicator 5.b.1 Essential**

**Develop an awareness that maps and globes show things smaller**

Develop an awareness that maps and globes show things and objects as they are, only smaller.

**Indicator 5.b.2 Essential**

**Use maps of familiar areas to identify things shown in smaller size**

Use maps of familiar objects or areas to identify things that are shown on the map in smaller size.



**Benchmark 5.c Essential**

**Develop an Awareness that Maps and Globes Show the Position of Objects**

The student will develop an awareness that maps and globes show the position of objects.

**Indicator 5.c.1 Essential**

**Develop an awareness that maps & globes show an object's location**

Develop an awareness that maps and globes show the position and location of things and objects.

**Indicator 5.c.2 Expected** 

Develop beginning map skills through manipulation of objects

*Develop beginning map skills through manipulation of objects.*

**Indicator 5.c.3 Essential**

**Use maps of familiar objects or areas to show the position of objects**

Use maps of familiar objects or areas to show the position of objects.

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**Standard 6 Essential**

**MATCH SIMPLE DESCRIPTIONS OF WORK WITH THE NAMES OF THOSE JOBS**

The student will match simple descriptions of work that people do with the names of those jobs.

**State Notes**

Essential Question:

\* What are examples of jobs?

**Essential Understanding**

\* People work at many jobs.



**Benchmark 6.a Essential**

**Match Descriptions of Work with the Names of Those Jobs**

The student will match simple descriptions of work that people do with the names of those jobs.

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**Indicator 6.a.1 Essential**

**Describe doctors as people who take care sick people**

Describe doctors as people who take care of other people when they are sick.

**Indicator 6.a.2 Essential**

**Describe builders as people who build houses and other buildings**

Describe builders as people who build houses and other buildings.

**Indicator 6.a.3 Essential**

**Describe teachers as people who help students to learn**

Describe teachers as people who help students to learn.

**Indicator 6.a.4 Essential**

**Describe cooks as people who prepare meals**

Describe cooks as people who prepare meals.

**Indicator 6.a.5 Essential**

**Describe farmers as people who grow crops and raise animals**

Describe farmers as people who grow crops and raise animals.

**Indicator 6.a.6 Essential**


**Describe firefighters as people who put out fires**

Describe firefighters as people who put out fires.

**Indicator 6.a.7 Expected** 


Describe police officers as people who protect us and enforce laws

*Describe police officers as people who protect us and make sure we follow the laws.*

**Indicator 6.a.8 Expected** 

Describe mail carriers as people who deliver the mail

*Describe mail carriers as people who deliver the mail.*

**Indicator 6.a.9 Expected** 

Recognize the importance of jobs to the family, school and community

*Recognize the importance of jobs to the family, the school, and the community.*

**Indicator 6.a.10 Essential**

**Gather and classify information about the work that people do**

Gather and classify information about the work that people do.

**Indicator 6.a.11 Essential**

**Use and explain simple charts about the work that people do**

Use and explain simple charts about the work that people do.

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 **Standard 7 Essential**

**IDENTIFY THE DIFFERENCE BETWEEN NEEDS & WANTS; USES OF MONEY**

The student will identify the difference between basic needs and wants and recognize that people use money to purchase goods.

**State Notes**

Essential Questions:

\* What are basic needs and wants?

\* How do people get goods?

**Essential Understanding**

\* People have basic needs (food, clothing, and shelter) and wants.

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\* Many wants are obtained through the practice of exchanging money for goods.

\* People can get what they need by trading money for food, clothing, and shelter.



#### **Benchmark 7.a Essential** **Identify Differences Between Needs and Wants**

The student will identify the difference between basic needs (food, clothing, shelter) and wants (things people would like to have).

##### **Indicator 7.a.1 Essential**

###### **Define basic needs as things people need to live: food/clothing/shelter**

Define basic needs as the things people need to live, such as food, clothing, and shelter.

##### **Indicator 7.a.2 Essential**

###### **Define wants as things people would like to have**

Define wants as things people would like to have.

##### **Indicator 7.a.3 Essential**

###### **Gather and classify information about basic needs and wants**

Gather and classify information about basic needs and wants.

##### **Indicator 7.a.4 Essential**

###### **Explain simple charts about basic needs and wants**

Explain simple charts about basic needs and wants.



#### **Benchmark 7.b Essential** **Recognize that People Use Money to Purchase Goods**

Recognize that people use money to purchase goods.

##### **Indicator 7.b.1 Expected**

Begin to learn the basic economic concepts of needs and wants

*Begin to learn the basic economic concepts of needs and wants.*

##### **Indicator 7.b.2 Essential**

###### **Define money as what is used to buy basic needs and wants**

Define money as what is used to buy basic needs (food, clothing, and shelter) and wants (things people would like to have).

##### **Indicator 7.b.3 Essential**

###### **Describe goods as things that people make/grow that can be purchased**

Describe goods as things that people make or grow that can be purchased.

##### **Indicator 7.b.4 Essential**

###### **Explain charts related to how people use money to purchase goods**

Explain simple charts related to how people use money to purchase goods.

##### **Indicator 7.b.5 Expected**

Participate in play representing economic situations: banks, stores

*Participate in dramatic play activities that represent economic situations such as banks, grocery stores, and restaurants.*

##### **Indicator 7.b.6 Expected**

Recognize that families meet their needs in different ways

*Recognize that families meet their needs in different ways.*

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**Standard 8 Essential**

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#### **DEMONSTRATE THE CHARACTERISTICS OF GOOD CITIZENS**

**The student will demonstrate the characteristics of good citizens.**

#### **State Notes**

Essential Questions:

- \* In what ways are good citizens involved in their home, school, and communities?
- \* What actions show examples of being a good citizen at school?
- \* What are examples of the rules? What are the consequences of breaking rules?

#### **Essential Understanding**

- \* Good citizens are involved in their home, school, and communities.
- \* Good citizens understand taking responsibility for their own actions.



#### **Benchmark 8.a Essential**

##### **Demonstrate That Being a Good Citizen Involves Taking Turns & Sharing**

The student will demonstrate that being a good citizen involves taking turns and sharing.

##### **Indicator 8.a.1 Essential**

###### **Describe examples of taking turns and sharing**

Describe examples of taking turns and sharing.

##### **Indicator 8.a.2 Essential**

###### **Participate in groups and democratic society by taking turns & sharing**

Participate in groups and democratic society by taking turns and sharing.



#### **Benchmark 8.b Essential**

##### **Demonstrate That Being a Good Citizen Means Doing Classroom Chores**

The student will demonstrate that being a good citizen involves taking responsibility for certain classroom chores.

##### **Indicator 8.b.1 Essential**

###### **Describe examples of completing classroom chores**

Describe examples of completing classroom chores.

##### **Indicator 8.b.2 Essential**

###### **Participate in groups and democratic society by doing classroom chores**

Participate in groups and democratic society by taking responsibility for certain classroom chores.



#### **Benchmark 8.c Essential**

##### **Demonstrate Being a Good Citizen Means Respecting Belongings of Others**

The student will demonstrate that being a good citizen involves taking care of personal belongings and respecting what belongs to others.

##### **Indicator 8.c.1 Essential**

###### **Describe how to take care of one's things and respect those of another**

Describe examples of taking care of one's things and respecting what belongs to others.

##### **Indicator 8.c.2 Essential**

###### **Participate in groups by taking care of belongings**

Participate in groups and democratic society by taking care of personal belongings and respecting what belongs to others.



#### **Benchmark 8.d Essential**

##### **Demonstrate That Being a Good Citizen Means Following Rules**

The student will demonstrate that being a good citizen involves following rules and understanding the consequence of breaking rules.

##### **Indicator 8.d.1 Essential**

###### **Describe examples of rules & consequences of breaking rules at home**

Describe examples of rules and consequences of breaking rules at home:

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- \* Rule: Put toys away.
- \* Results of following the rule: Toys are safe. Know where toys are located.
- \* Consequences (if rule is not followed): Toys can be broken or lost.

**Indicator 8.d.2 Essential**

**Describe examples of rules & consequences of breaking rules at school**

Describe examples of rules and consequences of breaking rules at school:

- \* Rule: Line up to go to the playground.
- \* Results of following the rule: Everyone gets there safely.
- \* Consequences (if rule is not followed): Someone can get lost or hurt.

**Indicator 8.d.3 Essential**

**Describe a community as a place where people live**

Describe a community as a place where people live.

**Indicator 8.d.4 Essential**

**Describe examples of rules/consequences of breaking rules in community**

Describe examples of rules and consequences of breaking rules in the community:

- \* Rule: Look both ways before crossing the street.
- \* Results of following the rule: Cross the street safely.
- \* Consequences (if rule is not followed): Someone can get hurt.

**Indicator 8.d.5 Essential**

**Explain cause/effect relationships between rules being followed or not**

Explain cause and effect relationships between rules and the results of following or not following them.

**Indicator 8.d.6 Essential**

**Participate in groups by following rules & understanding consequences**

Participate in groups and democratic society by following rules and understanding the consequences of breaking rules.



**Benchmark 8.e Essential**

**Demonstrate That Being a Good Citizen Means Being Honest and Kind**

The student will demonstrate that being a good citizen involves practicing honesty, self-control, and kindness to others.

**Indicator 8.e.1 Essential**

**Describe examples of being honest, practicing self-control, being kind**

Describe examples of being honest, practicing self-control, and being kind to others.

**Indicator 8.e.2 Essential**

**Participate in groups by practicing honesty, self-control and kindness**


Participate in groups and democratic society by practicing honesty, self-control, and kindness to others.



**Benchmark 8.f Expected** 


Investigate Ways to Solve Personal and Classroom Problems

*The student will investigate ways to solve personal and classroom problems.*

**Indicator 8.f.1 Expected** 


Discuss personal and classroom problems

*Discuss personal and classroom problems.*

**Indicator 8.f.2 Expected** 

Identify alternative solutions to problems

*Identify alternative solutions to problems.*

**Indicator 8.f.3 Expected** 

Participate in problem-solving activities

*Participate in problem-solving activities.*

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**Standard 9 Essential**

**RECOGNIZE THE AMERICAN FLAG, PLEDGE OF ALLEGIANCE & US PRESIDENT**

The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

**State Notes**

Essential Questions:

- \* What does the American flag look like?
- \* What is the name of the pledge to the American flag?
- \* What is the name given to the leader of the United States?

**FCPS Notes**

FCPS recommends that national and state key symbols be taught in the context of the study on the bald eagle, dogwood tree, and dogwood flower.

**Essential Understanding**

- \* The United States has a national flag.
- \* The United States has a national pledge to the flag.
- \* The United States has a leader, who is called the President.



**Benchmark 9.a Essential**

**Recognize the American Flag, Pledge and President as Leader of the US**

The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

**Indicator 9.a.1 Essential**

**Describe the American Flag**

Describe the American flag:

- \* It has white stars on a blue rectangle.
- \* It also has red and white stripes.

**Indicator 9.a.2 Essential**

**Recognize the pledge to the American flag is "Pledge of Allegiance"**

Recognize that the pledge to the American flag is called the Pledge of Allegiance.

**Indicator 9.a.3 Essential**

**Recognize that the leader of the US is called the President**

Recognize that the leader of the United States is called the President.

**Indicator 9.a.4 Expected**



Recognize that the bald eagle is the national symbol of the US

*Recognize that the bald eagle is the national symbol of the United States.*



**Benchmark 9.b Expected**

Recognize Patriotic Symbols of Virginia

*The student will recognize patriotic symbols of Virginia.*

**Indicator 9.b.1 Expected**



Recognize that the cardinal is the state bird of Virginia

*Recognize that the cardinal is the state bird of Virginia.*


**Indicator 9.b.2 Expected**



Recognize that the dogwood tree is the official tree of Virginia

*Recognize that the dogwood tree is the official tree of Virginia.*

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**Indicator 9.b.3** Expected 

Recognize that the official flower of Virginia is the dogwood flower

*Recognize that the official flower of Virginia is the dogwood flower that blooms on the dogwood tree.*