

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. The first component in the concept of chronology is to place information in sequential order

Evidence Outcomes

Students can:

- a. Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after
- b. Explore differences and similarities in the lives of children and families of long ago and today
- c. Explain why knowing the order of events is important

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to know the order of events?
- 2. Why do individuals use calendars and clocks?
- 3. What happened yesterday and today, and what might happen tomorrow?
- 4. How have you grown and changed over time?

Relevance and Application:

- 1. The recording of events in sequential order helps to create understanding and see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people.
- 2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. For example, timelines use standard information such as date, time, month, and year for ease of communication.

Nature of History:

- 1. Historical thinkers use chronology to order information sequentially.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Participate in making decisions using democratic traditions

Evidence Outcomes

Students can:

- a. Explain why rules are needed
- b. Create and follow classroom rules
- c. Explain how a class rule promotes fairness and resolves conflict
- d. Contribute to making and maintaining class community decisions
- e. Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would it look like to have no rules?
2. How can we solve conflict in a fair manner?
3. Why do we consider voting fair?

Relevance and Application:

1. Rules help to ensure a safe society. For example, everyone wears seat belts in the car and games have rules to create fairness.
2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

Nature of Civics:

1. Responsible community members take an active role in their communities.
2. Responsible community members know the importance of participation in democratic societies.
3. Responsible community members know the importance of fairness and conflict resolution.

