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	21st Century Skills and Readiness Competencies
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	**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: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. People belong to different groups and live in different places around the world that can be found on a map or globe

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Compare and contrast how people live in different settings around the world b. Give examples of food, clothing, and shelter and how they change in different environments c. Distinguish between a map and a globe as ways to show places people live	**Inquiry Questions:** 1. What would it be like to live in another city, state, or country? 2. Why do people belong to different groups? 3. What makes a place special to the people who live there?
	Relevance and Application: 1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts. 2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.
	Nature of Geography: 1. Spatial thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.