

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Ask questions, share information and discuss ideas about the past

Evidence Outcomes

Students can:

- a. Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?
- b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history
- c. Use correctly the word “because” in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are lives of people from the past similar and different from our lives today?
2. Why is it important to ask questions about the past?
3. What is history?

Relevance and Application:

1. Individuals identify historical information in stories, photographs, buildings, and documents in their immediate surroundings such as movies, books, poems, paintings and other forms of art.
2. The asking of questions about the past helps to understand the present and plan for the future. For example, newspaper reporters investigate the history of a topic in order to write a well-rounded piece.

Nature of History:

1. Historical thinkers ask questions to guide investigations of people, places, and events in the past.

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: 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

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

21st Century Skills and Readiness Competencies

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.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Kindergarten

Concepts and skills students master:

- 2. Discuss how purchases can be made to meet wants and needs (PFL)

Evidence Outcomes

Students can:

- a. Identify the difference between personal wants and needs
- b. Give examples of the difference between spending income on something you want versus something you need

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are wants and needs?
2. How do people balance between wants and needs?
3. What is the difference between a want and a need?
4. How can money help people to meet their wants and needs?

Relevance and Application:

1. Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.

Nature of Economics:

1. Financially responsible individuals differentiate between needs and wants.

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:

2. Civic participation takes place in multiple groups

Evidence Outcomes

Students can:

- a. Categorize examples of people and events that relate to civic participation
- b. Give examples of qualities of a good citizen
- c. Practice citizenship skills including courtesy, honesty, and fairness in working with others

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What qualities make people good citizens?
- 2. Why would people want to have friends from different groups?
- 3. What can you do to be an active and helpful member of your class and school?

Relevance and Application:

- 1. The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office.
- 2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

Nature of Civics:

- 1. Responsible community members exist across the globe and participation is influenced by cultural norms.
- 2. Responsible community members study citizen participation and structures that bring security and stability to community life.

