

Kindergarten Social Studies Priority Standards

Quarter 1 Social Studies

Standards	Skills	Sample Questions
<p>Knows that there are many points of view to an argument and can share one’s own position with evidence.</p>	<p>By the end of 1st grade, students will: SSS1.1.1 Distinguish different points of view on one event. SS1.1.2 Use questioning strategies. SSS1.1.3 Retell the sequence of events that have happened over time.</p>	<ul style="list-style-type: none"> • Who should make rules? • What are some unique natural and human-made features in our community? • How might the features change over time? • How do prior events affect our lives and different members of our community differently?
<p>Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</p>	<p>By the end of 1st grade, students will: H1.1.1 Create a family timeline to show events in a sequential manner.</p>	<ul style="list-style-type: none"> • In what ways might what I do today affect what happens in the future for myself and my community?
<p>Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.</p>	<p>By the end of 1st grade, students will: G1.1.1 Be able to identify local geographic locations and bodies of water. G1.1.2 Be able to identify large continental land masses on a map or globe. G1.1.3 Be able to identify major bodies of water on a map or globe.</p>	<ul style="list-style-type: none"> • What major bodies of water are near me? • What are the names of different places around me? • What are the different native tribes that are near my community? • How does the map of my school help people?
<p>Can make decisions about how to use resources to benefit oneself and others.</p>	<p>By the end of 1st grade, students will: E1.1.1 Identify differences between natural, human, and capital resources. E1.1.2 Explain how and why families make choices between wants and needs. E1.1.3 Evaluate the outcomes of choices. E1.1.4 Explore the different resources that families use to access what they want and</p>	<ul style="list-style-type: none"> • How do families meet their wants and needs? • What are the resources that families use to get what they want and need • What are the costs and benefits of family choices?

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Quarter 2 Priority Standards and Skills

Standards	Skills	Sample Questions
<p>Knows how to ask quality questions and find appropriate materials to find answers to those questions.</p>	<p>By the end of 1st grade, students will: SSS2.1.1 Explain how questions are used to find out information. SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school. SSS2.1.3 Explain what a compelling question is and why it is important.</p>	<ul style="list-style-type: none"> • What are the school rules? • What places in my school should be included on my school map? • What are the reasons people move to different places?
<p>Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</p>	<p>By the end of 1st grade, students will: H2.1.1 Examine the factors that influence the student's family experiences and choices. H2.1.2 Explain how one's own family's actions can cause a positive change in the future.</p>	<ul style="list-style-type: none"> • What are some events that have caused my family to live where they do? • What are the reasons people move to different places? • How does moving to a new house, school, city, or state change the way I feel?
<p>Knows that the human-environment interactions are essential aspects of human life in all societies and that they occur at local-to-regional scale. Human actions modify the physical environment, and, in turn, the physical environment limits or promotes human activities.</p>	<p>By the end of 1st grade, students will: G2.1.1 Explain the way family life is shaped by the environment. G2.1.2 Discuss why families make decisions to move to new geographic locations.</p>	<ul style="list-style-type: none"> • What impact does location have on how a family lives and works? • How can geographical features determine where a family lives, moves, and works? • What are some of the unique

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	<p>G2.1.3 Identify human events and human-made features.</p> <p>G2.1.4 Identify natural events or physical features.</p>	<p>natural and human-made features in our community?</p>
<p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p>	<p>By the end of 1st grade, students will:</p> <p>E2.1.1 Demonstrate how sharing and bartering are basic economic systems.</p> <p>E2.1.2 Give examples of how people earn income.</p> <p>E2.1.3 Describe how consumers spend money or use markets (banks, goods and services).</p> <p>E2.1.4 Explain why people save money.</p>	<ul style="list-style-type: none"> • What are different jobs in our classroom? • How do we share the work in our classroom? • What are different ways people earn money? • Why do people save money? • What makes a good trade?

Quarter 3 Priority Standards and Skills

Standards	Skills	Sample Questions
<p>Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.</p>	<p>By the end of 1st grade, students will:</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>	<ul style="list-style-type: none"> • What are the resources that families use to get what they want and need? • What is the difference between a public place and a private place? • What factors might influence different opinions about what is good for my school and community?

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<p>Understands that historical events can be interpreted differently by different individuals, families, and communities.</p>	<p>By the end of 1st grade, students will: H3.1.1 Identify that there are different family structures and dynamics. H3.1.2 Explain how the actions of people in the past influence us today.</p>	<ul style="list-style-type: none"> • How are families different from one another? • How does understanding what other people believe make our school a better place? • What are the different opinions about what is good for my school and community?
<p>Knows that people, products, and ideas can move, connecting local and global communities to each other.</p>	<p>By the end of 1st grade, students will: G3.1.1 Explain how movement happens and its impact on self and community. G3.1.2 Identify the common and unique characteristics of different global environments.</p>	<ul style="list-style-type: none"> • What are the different ways people can get to school? • How are goods brought in from different places to your school or community?
<p>Knows that the government has a role in the economy.</p>	<p>By the end of 1st grade, students will: E3.1.1 Examine the difference between public and private providers of goods and services. E3.1.2 Explain the purpose for public and private providers of goods and services.</p>	<ul style="list-style-type: none"> • How are public, community-based, and private organizations in a community different?

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
<p>Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.</p>	<p>By the end of 1st grade, students will: SSS4.1.1 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p>	<ul style="list-style-type: none"> • What are different ways people can earn money? • How are goods brought in from different places? • How has my community’s history contributed to local celebrations and

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		customs?
<p>Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.</p>	<p>By the end of 1st grade, students will: H4.1.1 Define how knowledge of personal history can be used to make current choices. H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.</p>	<ul style="list-style-type: none"> ● How can one’s music, stories, or pictures tell us about their past? ● How has my community’s history contributed to local celebrations and customs? ● Can I remember an event in my personal history that surprised me?
<p>Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.</p>	<p>By the end of 1st grade, students will: E4.1.1 Explain that people need to trade for products that are not found in their geographic region. E4.1.2 Describe why people in one country trade goods and services with people in other countries. E4.1.3 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</p>	<ul style="list-style-type: none"> ● Why do we buy and sell goods that are produced in our community?