

Kindergarten Social Studies Priority Standards

Quarter 1 Priority Standards and Skills

Standards	Skills	Sample Questions
<p>Knows that different communities create rules to promote the common good and individual liberties.</p>	<p>By the end of Kindergarten, students will: C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community. C1.K.2 Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.</p>	<p>What are my classroom rules? What are the playground rules?</p>
<p>Can make decisions about how to use resources to benefit oneself and others.</p>	<p>By the end of Kindergarten, students will: E1.K.1 Explain the difference between a need and a want. E1.K.2 Explain why people have to make choices between needs and wants.</p>	<p>What is the difference between a want and a need? How do wants and needs affect my decisions?</p>
<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 Kindergarten, students will: G1.K.1 Recognize one’s classroom and school as distinct environments based on physical characteristics and expectations.</p>	<p>How is my classroom arranged to help me? What symbols does my school use to guide me to different locations?</p>
<p>Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</p>	<p>By the end of Kindergarten, students will: H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.</p>	<p>What is the next important event on the calendar? When is my birthday?</p>
<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 Kindergarten, students will: SSS1.K.1 State and clarify one’s point of view. SSS1.K.2 Evaluate the fairness of one’s point of view. SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teacher. SSS1.K.4 Retell a sequence of events that have happened over time.</p>	<p>How do wants and needs affect my decisions? Why did I make those choices? How are my choices different from the choices of my classmates, and why might that be? What is an important event on the calendar? What is coming up after that? How is this event connected to another?</p>

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Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Recognizes that one has rights and responsibilities as a citizen in one's own community.</p>	<p>By the end of Kindergarten, students will: C2.K.1 Explain the purpose of rules in the classroom. C2.K.2 Know the people and the roles that make and carry out rules in the classroom. C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.</p>	<p>Who makes the rules in my classroom? How can I be a part of the rulemaking process?</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 Kindergarten, students will: E2.K.1 Identify consumers and producers. E2.K.2 List and provide examples of goods and services.</p>	<p>What do consumers do? What do producers do? What is a good? What is a service?</p>
<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 Kindergarten, students will: G2.K.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. G2.K.2 Identify natural events or physical features such as air, water, land, or wind. G2.K.3 Describe how environment affects one's own activities.</p>	<p>Where does your food grow? What can you do to change your geographic surroundings? How does climate or geographic location affect the clothing you wear?</p>
<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 Kindergarten, students will: H2.K.1 Describe the factors that influence an individual student's life. H2.K.2 Explain how their actions may cause change in others.</p>	<p>Who are the people that help me make decisions? What are some important events in my life? How does another person's actions make me feel?</p>
<p>Knows how to ask quality questions and find</p>	<p>By the end of Kindergarten, students will:</p>	<p>How can I contribute to my school community?</p>

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<p>appropriate materials to find answers to those questions.</p>	<p>SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.</p>	<p>What is the difference between a want and a need?</p>
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Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p>Knows that there are different communities nearby and that there may be different rules for different communities.</p>	<p>By the end of Kindergarten, students will: C3.K.1 Identify names and locations of tribal nations and bands in your area. C3.K.2 Identify key technologies and natural resources tribal nations and bands in their area valued prior to contact with Europeans and Americans. C3.K.3 Understand key values, relationships, and characteristics tribes in their area had prior to contact with Europeans and Americans.</p>	<p>What are two groups of Native Alaskans? How do two groups of Native Alaskans traditionally harvest food? What is a traditional problem solving method for Inupiaq people?</p>
<p>Knows that the government has a role in the economy.</p>	<p>By the end of Kindergarten, students will: E3.K.1 Identify public and private providers of goods and services.</p>	<p>What are public, community-based, and private organizations that families use?</p>
<p>Knows that people, products, and ideas can move, connecting local and global communities to each other.</p>	<p>By the end of Kindergarten, students will: G3.K.1 Describe how the things we use in our lives come from different locations.</p>	<p>What are the different ways that you can share an idea?</p>
<p>Understands that historical events can be interpreted differently by different individuals, families, and communities.</p>	<p>By the end of Kindergarten, students will: H3.K.1 Demonstrate the importance of listening to other points of view in the classroom and on the playground.</p>	<p>Why do people have different favorite colors? Why is it okay for others to have a different opinion than you? Why is it important to have common</p>

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	H3.K.2 Distinguish between the expectations in the classroom and in different settings.	rules for playground games?
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.	By the end of Kindergarten, students will: SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.	What does it mean to contribute to a classroom community? Why is it important to have common rules for playground games?

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."	By the end of Kindergarten, students will: C4.K.1 Be a contributing member of the classroom and school community. C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community. C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.	What does it mean to contribute to a classroom community? How can I contribute to my classroom community?
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.	By the end of Kindergarten, students will: E4.K.1 Describe goods that are produced in local geographic regions.	How do seasons affect the goods produced in our region? What goods are produced in our region?
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.	By the end of Kindergarten, students will: H4.K.1 Explain how previous actions and experiences can be used to make decisions. H4.K.2 Identify different types and parts of documents.	How does my behavior on the playground in the past influence my behavior in the Future? How do the stories we read help us understand the people in history?

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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.	By the end of Kindergarten, students will: SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.	Where does my food grow and how does it get to me? What are some important events in your life?