



Kindergarten Social Studies

Sense of Self

7/10/2014



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Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- Determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- Interpret words, discipline-specific phrases, analyze text structure, and identify purpose, bias, and point of view.
- Evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- Analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- Comprehend complex and difficult text within the discipline.
- Identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- To support a claim, or make an argument using evidence, logic, and reasoning.
- To inform or explain an event, relationship, position, or opinion.
- To tell a story.
- So that each example is open to revision and rewriting.
- By applying the appropriate technologies for the purpose and audience.
- By gathering multiple sources of information and integrating them into short and long-term projects.

Communicating effectively by

- Preparing and collaborating with diverse partners in conversations about topics within the discipline
- Evaluating information from various formats.
- Presenting information and evaluation to others in a manner that is not totally written text.
- Gathering and organizing information and evidence.
- Designing and delivering a presentation on a specific topic.
- Using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective Instruction includes: * Multiple perspectives and disciplines * Multiple causes and consequences * Use of primary sources * Authentic intellectual work * Higher order thinking * Literacy within the Social Studies * Multiple means of communication * Research and construction of knowledge *
from the 2013 Kansas Standards for History, Government, and Social Studies (HGSS)



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Social Studies Standards:

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, ideas, and diversity.
4. Societies experience continuity and change over time.
5. Relationships among people, places, and environments are dynamic.

History Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of history.

Essential questions: Why are choices we make important? What makes someone a good citizen? What does a good leader do? Are we more alike or different? How have I changed over time? Why is location important?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSHK.1 Understands that his/her own life is part of history.	<ul style="list-style-type: none"> • Compares and contrasts experiences and traditions such as birthday traditions, Kansas Day, traditions related to seasons of the year. (3.1) • Recognizes important Kansas state symbols (4.1) • Identifies family customs and traditions and explains their importance. (3.1) 	<p>Compelling questions: Why do you celebrate Kansas Day every year? (Standard 3) Why do the state symbols represent Kansas? (Standard 5) What is your favorite family tradition and why? (Standard 5) How does the season influence the way we celebrate traditions? (Standard 4 & 5)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 9 How Do People Live Around the World?</p>
SSHK.2 Creates and uses a time line to tell his/her personal history.	<ul style="list-style-type: none"> • Asks and answers questions about a timeline. (4.1) • Explains what a time line is and how it is used. (4.2) • Creates a timeline. (e.g. birth to now, kindergarten year) (4.4) 	<p>Compelling questions: How have you changed since starting kindergarten? (Standard 4)</p> <p>Resources: SSA Lesson 2 What is a Family?</p>

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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSHK.3 Compares life in the past to life today.</p>	<ul style="list-style-type: none"> Lists characteristics of life in the past.(4.1) 	<p>Compelling questions: How has life changed over time? (Standard 4)</p> <p>Resources: SSA Lesson 1 Who Am I? SSA Lesson 4 How Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood? SSA Lesson 9 How Do People Live Around the World?</p>
<p>SSHK.4 Asks questions, shares information, and discusses ideas about the past and present.</p>	<ul style="list-style-type: none"> After listening to a story or viewing a photograph, asks questions, shares information, and discusses ideas about the past and present. (4.2) 	<p>Compelling questions: How was life in the past different from your life today? (Standard 4) How was life in the past the same as your life today? (Standard 4)</p> <p>Resources: SSA Lesson 1 Who Am I? SSA Lesson 2 What is a Family? SSA Lesson 4 How Do I Make Friends? SSA Lesson 9 How Do People Live Around the World?</p>
<p>SSHK.5 Identifies different kinds of primary sources.</p>	<ul style="list-style-type: none"> Identifies primary sources such as photographs and artifacts. (4.1) 	<p>Compelling questions: How does the source tell you about people and places? (Standard 3)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 4 how Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood? SSA Lesson 9 How Do People Live Around the World?</p>
<p>SSHK.6 Explains how primary sources can be used to study the past.</p>	<ul style="list-style-type: none"> Explains how primary sources (photographs and artifacts) can be used to study the past. (4.3) 	<p>Compelling questions: How do you know that this source is from the past? (Standard 4)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 4 how Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood? SSA Lesson 9 How Do People Live Around the World?</p>
<p>SSHK.7 Generates questions using primary sources as they relate to an historical event or era. (contextualization)</p>	<ul style="list-style-type: none"> Lists questions about the primary source being used. (4.2) Discusses information from a primary source relating to an historical event or era. (4.2) 	<p>Compelling questions: How does the source tell you about an historical event or era? (Standard 3)</p> <p>Resources: SSA Lesson 4 how Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood? SSA Lesson 9 How Do People Live Around the World?</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSHK.8 Generates possible reasons for an event or development in the past.	<ul style="list-style-type: none">Describes what happens prior to a specific event (e.g. after reading a story or looking at a photograph). (1.1)	Compelling questions: How can you tell this event or development happened in the past? (Standard 4) Resources: SSA Lesson 1 Who Am I? SSA Lesson 2 What is a Family? SSA Lesson 4 how Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood?
SSHK.9 Selects which reasons might be more likely than others to explain a historical event or development.	<ul style="list-style-type: none">Predicts and/or explains why the event happened. (1.2)	Compelling questions: Why do you think this event or development happened? (Standard 5) Which of the reasons stated, are more likely to have happened? (Standard 4) Resources: SSA Lesson 4 how Do I Make Friends? SSA Lesson 7 What Is in My Neighborhood? SSA Lesson 9 How Do People Live Around the World?



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Civics/Government Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of civics and government.

Essential questions: Why are choices we make important? What makes someone a good citizen? What does a good leader do? Are we more alike or different? How have I changed over time? Why is location important?

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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSCK.1 Describes roles and responsibilities of leaders.	<ul style="list-style-type: none"> • Identifies leaders at home and school. (2.1) • Knows school authority figures and ways they establish order and provide safety in a school setting. (2.2) 	Resources: SSA Lesson 7 What Is in My Neighborhood?
SSCK.2 Recognizes and demonstrates the characteristics of good citizenship.	<ul style="list-style-type: none"> • Identifies the characteristics of a friend or helpful classmate. (2.1) • Recognizes the U.S. flag, recites the Pledge of Allegiance, and demonstrates manners related to the flag and pledge. (3.1) 	Compelling questions: How do characteristics of being a good citizen shape our classroom? (Standard 3) Does reciting the pledge make you a good citizen?(Standard 2) Resources: SSA Lesson 1 Who Am I? SSA Lesson 2 What is a Family? SSA Lesson 3 How Do I Get Along With Others? SSA Lesson 4 How Do I Make Friends? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School? SSA 8 Where Am I in the World? SSA Lesson 9 How Do People Live Around the World?



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSCK.3 Describes characteristics such as responsibility, fairness, and respect that leaders and good citizens demonstrate.</p>	<ul style="list-style-type: none"> • Identifies behaviors that are responsible, fair, and respectful. (3.1) • Identifies characteristics of a leader. (2.1) 	<p>Compelling questions: How do characteristics of a leader (e.g. responsibility, fairness, and respect) shape our classroom? (Standard 3)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 3 How Do I Get Along With Others? SSA Lesson 4 How Do I Make Friends? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School? SSA Lesson 7 What Is in My Neighborhood?</p>
<p>SSCK.4 Explains the need for and purpose of rules in various settings inside and outside of school.</p>	<ul style="list-style-type: none"> • Identifies rules inside and outside of school.(2.1) • Explains why rules are important.(2.2) 	<p>Compelling questions: If people follow the rules, how does that benefit them, their family, their school, and their community? (Standard 5)</p> <p>Resources: SSA Lesson 3 How Do I Get Along With Others? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School? SSA Lesson 9 How Do People Live Around the World?</p>
<p>SSCK.5 Follows classroom rules.</p>	<ul style="list-style-type: none"> • Discusses and demonstrates good citizenship (e.g. sharing, listening, taking turns, and following rules).(2.4) • Examines how making choices at school have consequences. (1.2) 	<p>Compelling questions: Why do rules change in different classrooms or areas of the school? (Standard 5)</p> <p>Resources: SSA Lesson 3 How Do I Get Along With Others? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School?</p>
<p>SSCK.6 Explains how all people, not just official leaders, play roles in a community.</p>	<ul style="list-style-type: none"> • Understands the need for and roles of local community government workers: Police, fire EMTs, mail carriers, city workers (roads, parks, etc.) (2.1) • Explains his/her responsibilities at home. (2.1) 	<p>Compelling questions: How does my behavior affect my family, how does my behavior affect my class? (Standard 3) Do roles ever change and why would they change? (Standard 4)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 4 How Do I Make Friends? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School?</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSCK.7 Participates in collaborative conversations with diverse partners.	<ul style="list-style-type: none">• Demonstrates active listening. (2.3)• Expresses ideas and responds appropriately in a group. (2.3)	Compelling questions: How can you show respect when someone else’s ideas are different from your own? (Standard 3 &5) How does listening help you understand another classmate’s idea? (Standard 1 &3) How can speaking and listening help you to be a good friend? (Standard 5) Resources: SSA Lesson 1 Who Am I? SSA Lesson 3 How Do I Get Along With Others? SSA Lesson 4 How Do I Make Friends? SSA Lesson 5 How Do I Solve Problems with Others? SSA Lesson 6 How Can I Be a Good Helper at School? SSA Lesson 9 How Do People Live Around the World?



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Geography Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of geography.

Essential questions: Why are choices we make important? What makes someone a good citizen? What does a good leader do? Are we more alike or different? How have I changed over time? Why is location important?

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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSGK.1 Draws a map of familiar places.	<ul style="list-style-type: none"> • Establishes mental maps to help him/her navigate their school setting or the route from home to school. (2.4, 5.4) 	Compelling questions: How does having a mental map of my school make me a more responsible person? (Standard 2) Resources: SSA Lesson 7 What Is in My Neighborhood? SSA 8 Where Am I in the World?
SSGK.2 Understands the use of a map to show locations.	<ul style="list-style-type: none"> • Explains the importance of his/her personal safety information. (2.2) • States their first and last name and parent/guardians' first and last names. (2.1) • Explains the purpose of a map. (5.1) 	Compelling questions: Why is it important to know my personal safety information? (Standard 1 & 2) How does a map tell someone where they are? (Standard 5) Resources: SSA Lesson 7 What Is in My Neighborhood? SSA 8 Where Am I in the World?



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Economics Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of economics.

Essential questions: Why are choices we make important? What makes someone a good citizen? What does a good leader do? Are we more alike or different? How have I changed over time? Why is location important?

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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSEK.1 Understands that people make choices because they cannot have everything they want.	<ul style="list-style-type: none"> • Explains what a choice is.(1.1) • Explains why a person cannot have everything they want.(1.2) 	Compelling questions: Why can't you have everything you want? (Standard 1) What happens when you have to choose between two things you want? (Standard 1) Resources: SSA Lesson 10 What Do People Need and Want? SSA Lesson 11 How Can I Help Take Care of the World?
SSEK.2 Understands the difference between needs and wants.	<ul style="list-style-type: none"> • Identifies needs and wants.(1.1) • Describes needs and wants and what is gained or given up based on choices (e.g. play video games or watch television; play on swings or play soccer).(1.2) 	Compelling questions: When making choices, which should come first: a need or a want? (Standard 1) Resources: SSA Lesson 10 What Do People Need and Want? SSA Lesson 11 How Can I Help Take Care of the World?



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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSEK.3 Understands the use of money to purchase goods and services.</p>	<ul style="list-style-type: none"> • Explains what money is used for.(1.1) • Identifies the differences between goods and services. (5.1) 	<p>Compelling questions: How does money buy goods and services? (Standard 1)</p> <p>Resources: SSA Lesson 11 How Can I Help Take Care of the World?</p>
<p>SSEK.4 Understands that people work at jobs to earn money to pay for what they want and need.</p>	<ul style="list-style-type: none"> • Describes a job the child does within his or her family to earn money.(2.1) • Describes a job that a family member does to earn money for what they want or need.(2.1) 	<p>Compelling questions: Why do people want to have a job? (Standard 3)</p> <p>Resources: SSA Lesson 2 What is a Family? SSA Lesson 11 How Can I Help Take Care of the World?</p>
<p>SSEK.5 Discusses the purpose and benefits of saving money.</p>	<ul style="list-style-type: none"> • Identifies the benefits of saving money. (1.1) • Identifies the reason for saving money. (1.1) 	<p>Compelling questions: How might saving money improve someone’s life in the future? (Standard 2) What is something that you would like to save for someday? (Standards 1 & 4)</p> <p>Resources: SSA Lesson 11 How Can I Help Take Care of the World?</p>