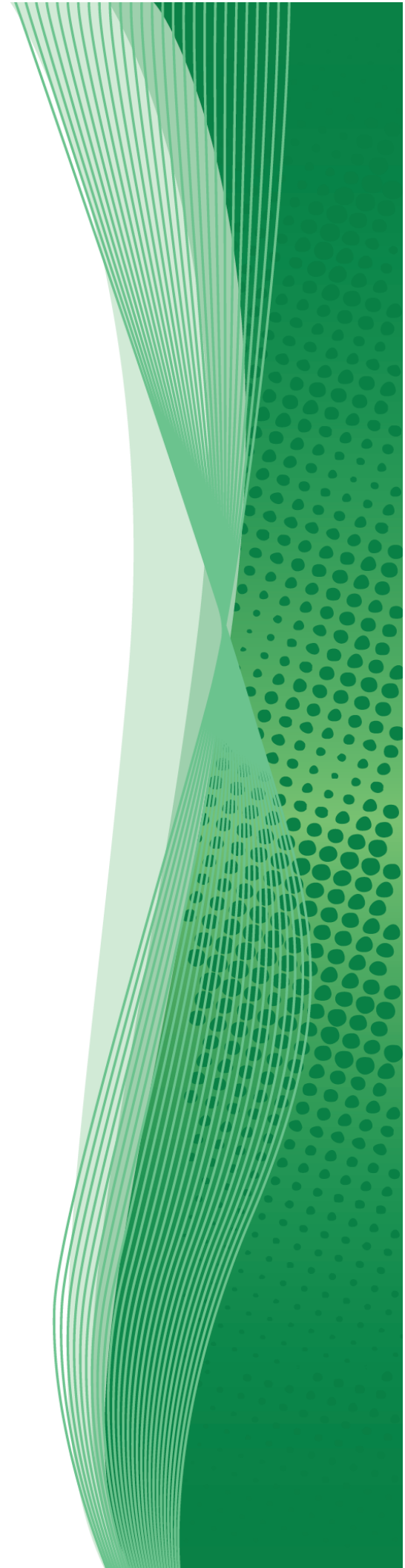




KINDERGARTEN CHILDREN AS CITIZENS ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
November 21, 2022



HISTORY & SOCIAL SCIENCE STANDARDS

KINDERGARTEN

Through an inquiry and integrated approach, students will be introduced to civics, geography, economics, and history and will learn but their roles and responsibilities as citizens within their own context. Students will also learn about their own culture in the home, school, and community and how it impacts understanding of oneself and others, as well as be introduced to aspects of our national culture such as American symbols, holidays, and traditions.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

- Give examples of historical events past, present and future.

K.SP1.2 Explore how events of the past affect students' lives and community.

- Explain cause and effect.
- Identify and give examples of how events can affect one's life and community

K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

- Describe similarities and differences across diverse cultures from around the world (*e.g., food, family, clothing, education, arts, language, technology, traditions, etc.*).
- Use evidence from primary and secondary sources to compare diverse cultures from around the world.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

- Use question frames (*e.g., "When did...?" "Why did...?" "Who is...?"* etc.) to ask about individuals, events, and topics studied.
- Use sentence frames (*e.g., "I think this means...", "This makes me think of...", "I want to know more about...",* etc.) to respond to content studied (*e.g., make an inference, state a personal reaction, make a connection, make a prediction, etc.*).

CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.

- Fulfill the responsibilities of classroom roles (*e.g., line leader, door holder, etc.*).
- Explain how students' own behaviors demonstrate respect, responsibility, equality, and fairness (*e.g., "I was responsible when I helped my classmate clean up her supplies." "I showed respect when I was a first-time listener"*).

K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.

K.C1.3 Compare one's own thoughts and opinions with those of others.

- Identify similarities and differences between one's own thoughts and opinions of others.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

K.C2.1 Describe roles and responsibilities of people in authority (*e.g., school personnel, family members, and community members*).

K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.

- Explain how I play an important role in my school and community.
- Explain why different roles are important in our school and community.

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.

- Describe different (official and unofficial) roles people take on when working together to identify and solve problems (*e.g., leader, supply helper, table monitor, bathroom partner, etc.*).
- Explain strategies to solve problems within the classroom and school (*e.g., use "I" messages, "ask 3 before me," take turns, use classroom structures for problem solving*).

K.C4.2 Explain why rules are important within the classroom and school.

- Explain how rules keep us safe.
- Explain how rules support fairness.
- Explain how rules help us interact with each other appropriately.
- Explain how rules help create a supportive classroom and/or school community.

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

K.E2.1 Explain how needs, wants, and the availability of resources affect decision making (in school and home-based contexts).

K.E2.2 Identify what one gains and gives up when they make choices.

- Identify the consequences of making decisions that prioritize wants over needs.

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

- Ask questions about maps, graphs, and locations.
- Describe how maps represent places.
- Describe how graphs represent information.
- Explain when I would use a map.
- Explain when I would use a graph.
- Describe how map keys / legends represent information about places.
- Use simple map keys / legends to interpret maps.
- Use relative directions (*e.g., left, right, top, bottom, above, below*) and landmarks to interpret maps and locate places in the classroom and school.
- Use simple maps and graphs to identify information about and locations within the classroom and school.
- Create simple maps of locations in their home, classroom, and/or school.

K.G1.2 Explore locations in stories shared.

- Ask questions about locations in stories shared.
- Use simple maps and graphs to identify information about and locations within stories read, heard, and/or seen.
- Describe details about locations within stories read, heard, and/or seen.

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

K.G2.1 Explain how water and weather impacts humans.

- Explain how humans use water.
- Explain how weather affects human behavior (*e.g., clothing, shelter, recreation, etc.*).
- Explain how water affects human behavior (*e.g., lack of water, unsanitary water, distribution of water, etc.*).

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

K.H1.1 Compare one's own culture with the culture of others (*e.g., those in the classroom, community, and one of Arizona's 22 Indian Nations*).

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems (*i.e., in school and home contexts*).

HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

K.H4.1 Explain and explore origins of key American symbols and holidays (*e.g., symbols—American flag, bald eagle, Statue of Liberty, and Mount Rushmore; traditions—Pledge of Allegiance and National Anthem; holidays—Columbus Day/Indigenous Peoples Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day*).

- Ask questions about American symbols.
- Describe the historical context of the creation of American symbols.
- Ask questions about how/why holidays are celebrated in certain cultures.

K.H4.2 Explore the stories of key historical figures through informational text and biographies.

- Ask and answer questions about the text (*e.g., ask open-ended questions about the text, make text/self-connections*).
- Identify key historical figures and their contributions.