

## Preston Social Studies Standards Kindergarten

<b>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY</b>		
INQ K 1.1	Explain why the compelling question is important to the student.	
INQ K 1.2	Identify disciplinary ideas associated with a compelling question.	
INQ K 1.3	Identify facts and concepts associated with a supporting question.	
INQ K 1.4	Make connections between supporting questions and compelling questions.	
INQ K 1.5	Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	
CT Core Standards: ELA-Literacy - RI.K.1, W.K.7, SL.K.1.		
Key Vocabulary: questioning, opinion (argument), explanation, point of view.		
<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS</b>		
<b>History</b>		
<i>Change, Continuity and Context</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST K 2.1	Compare life in the past and life today	Me, My Family, My Community and the Past; Diversity and Culture in the World
HIST K 2.2	Generate questions about individuals and groups who have shaped a significant historical change	Me, My Family, My Community and the Past; Diversity and Culture in the World; Using Evidence to Learn About our Past
Compelling Question	How do our communities and the people who live in them change over time?	
Supporting Questions	How does the time in which we live affect us?	
	How is the past different from today?	
	How has my family changed (where they live, what they do)?	
<i>Perspectives</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST K 2.3	Compare perspectives of people in the past to those in the present.	Me, My Family, My Community and the Past; Diversity and Culture in the World; Using Evidence to Learn About our Past
Compelling Question	Were people in the past the same as people today?	

Supporting Questions	How do past experiences shape who we are today (family, home, school)?	
	How is my family's past similar to and different from my peers' families?	
<b><i>Historical Sources and Evidence</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST K 2.4	Identify different kinds of historical sources.	Using Evidence to Learn About our Past
HIST K 2.5	Explain how historical sources can be used to study the past.	Using Evidence to Learn About our Past
HIST K 2.6	Identify the maker, date, and place of origin for a historical source from information within the source itself.	Using Evidence to Learn About our Past
HIST K 2.7	Generate questions about a particular historical source as it relates to a particular historical event or development.	Using Evidence to Learn About our Past
Compelling Question	How do we learn about what happened in the past?	
Supporting Questions	What sources can we use to find out about the past?	
	How do you know about your family's past?	
	How do stories we read help us understand the past?	
<b><i>Causation and Argumentation</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST K 2.8	Generate possible reasons for an event or development in the past.	Me, My Family, My Community and the Past; Diversity and Culture in the World
Compelling Question	Why were towns/communities created?	
Supporting Questions	Why do we have police, firefighters, and schools?	
	How has transportation in our town changed over time?	
	How has our town changed and what caused that change?	
<b>Civics</b>		
<b><i>Civic and Political Institutions</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV K 2.1	Describe roles and responsibilities of people in authority (local/state/national, e.g., judge, mayor, governor, police).	Citizenship in the Community; Me as a Citizen in My Community

CIV K 2.2	Explain how all people, not just official leaders, play an important role in a community.	Citizenship in the Community; Me as a Citizen in My Community
CIV K 2.3	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Citizenship in the Community; Me as a Citizen in My Community
Compelling Question	What makes a community?	
Supporting Questions	Why are there people in my school and town who create rules and make sure people follow the rules?	
	What does a community provide for people who live there?	
	What are the ways that people contribute to our community?	
<b><i>Participation and Deliberation</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV K 2.4	Apply civic virtues when participating in school settings.	Citizenship in the Community; Me as a Citizen in My Community
CIV K 2.5	Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	Citizenship in the Community; Me as a Citizen in My Community
Compelling Question	Why is it important to learn to work with others?	
Supporting Questions	What are some of the ways we can work as a group?	
	How can I listen and respond to classmates' ideas?	
	What does my family do to cooperate?	
<b><i>Processes, Rules, and Laws</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV K 2.6	Explain the need for and purposes of rules in various settings inside and outside of school.	Citizenship in the Community; Me as a Citizen in My Community
CIV K 2.7	Explain how people can work together to make decisions in the classroom.	Citizenship in the Community; Me as a Citizen in My Community
CIV K 2.8	Identify and explain how rules function in public.	Citizenship in the Community; Me as a Citizen in My Community
CIV K 2.9	Describe how people have tried to improve their communities over time.	Citizenship in the Community; Me as a Citizen in My Community

Compelling Question	Why do we need rules?	
Supporting Questions	What are the rules of our classroom and school?	
	What are the consequences for breaking rules in school?	
	How does a good citizen in my classroom/school behave?	
	What are the rules in my town?	
	How have rules changed in my town from the past to today?	
<b>Economics</b>		
<i>Economic Decision-Making</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
ECO K 2.1	Explain how scarcity necessitates decision-making.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
	Identify the benefits and costs of making various personal decisions.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
Compelling Question	How do we take care of and share the resources we have?	
Supporting Questions	What are some of the resources used by my family? My school?	
	How do we decide between what we really need and what we want?	
	What does my family, school, and community do to protect our resources?	
	Why do some resources become scarce?	
<b>Geography</b>		
<i>Geographic Representations: Spatial Views of the World</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO K 2.1	Construct maps, graphs, and other representations of familiar places.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
GEO K 2.2	Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
GEO K 2.3	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
Compelling Question	How do we use maps and globes to learn about the world?	

Supporting Questions	What are the key features of any map?	
	Why do different places on a map look different?	
	What are some of the physical features of my community?	
	How does my family use maps?	
<b><i>Human-Environment Interaction: Places, Regions, and Culture</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO K 2.4	Explain how weather, climate, and other environmental characteristics affect people’s lives in places and regions.	The Impact of Geography on My Life; Me, My Family, My Community and Geography
Compelling Question	How does weather and climate affect how you live?	
Supporting Questions	How does weather influence our homes, our seasonal activities, and our community?	
	What does my family do differently during different seasons?	
<b>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</b>		
INQ K 1.6	Gather relevant information from one or two sources while using the origin and structure to guide the selection.	
INQ K 1.7	Evaluate a source by distinguishing between facts and opinions.	
INQ K 1.8	Begins in Grades 3 - 5	
INQ K 1.9	Begins in Grades 3 - 5	
CT Core Standards: ELA-Literacy – RI.K.1-10, W.K.1-2, W.K.7-10, SL.K.1-3. Key Vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify.		
<b>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</b>		
INQ K 1.10	Construct an argument with reasons.	
INQ K 1.11	Construct explanations using correct sequence and relevant information.	
INQ K 1.12	Present a summary of an argument using print, oral, and digital technologies.	
INQ K 1.13	Ask and answer questions about arguments.	
INQ K 1.14	Ask and answer questions about explanations.	
INQ K 1.15	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	
INQ K 1.16	Identify ways to take action to help address local, regional, and global problems.	
INQ K 1.17	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	
CT Core Standards: ELA-Literacy – RI.K.1, W.K.1-8, SL.K.1-6, L.K.1-3. Key Vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize.		

## Themes and Content Kindergarten

Themes	Content
<p><b>Citizenship in the Community:</b></p> <ul style="list-style-type: none"> <li>Explore the various roles and responsibilities of citizens in students' communities (classroom, town, family).</li> </ul>	<p><b>Me, My Family, My Community and the Past:</b></p> <ul style="list-style-type: none"> <li>Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates).</li> <li>Explore the ways that people from other times can be alike and different from people of today.</li> <li>Compare family life today and in the recent past.</li> </ul>
<p><b>The Impact of Geography on My Life:</b></p> <ul style="list-style-type: none"> <li>Identify how geography affects students' daily lives (where they live, transportation, recreational activities, what they eat).</li> </ul>	<p><b>Me as a Citizen in My Community:</b></p> <ul style="list-style-type: none"> <li>Examine the need for rules and consequences at home, at school, and in the community.</li> <li>Explore the roles, rights, and responsibilities of being a good citizen within a family, school, and community.</li> <li>Analyze the roles people play within a family, school, and community.</li> </ul>
<p><b>Diversity and Culture in the World:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast family life between different cultures for today and for the recent past.</li> <li>Explore the different beliefs and practices of people of diverse ethnic, racial, religious, and national origins.</li> </ul>	<p><b>Me, My Family, My Community and Geography:</b></p> <ul style="list-style-type: none"> <li>Examine the purpose and function of maps.</li> <li>Explore absolute and relative location.</li> <li>Apply the concepts of directionality, spatial relation, and size.</li> <li>Identify how weather affects individuals and understand how seasonal changes affect daily choices.</li> <li>Analyze how people live differently in other places.</li> <li>Identify and classify natural resources.</li> </ul>
<p><b>Using Evidence to Learn About our Past:</b></p> <ul style="list-style-type: none"> <li>Identify different types of sources of information about our families, school, and community (written documents, photos, online, newspapers, film, museums, fiction).</li> </ul>	

## **Inquiry-Based Instruction and Assessments Kindergarten**

Inquiry-based instruction is established by Dimension 1, Dimension 3, and Dimension 4 above. Assessment of content knowledge (Dimension 2) is conducted through assessments of CT Core English/language arts standards and vocabulary as identified for each dimension.