

## **Kindergarten Standards: SOCIAL STUDIES**

\*Note: This information has been adapted from the 2020 Colorado State Standards as presented on the Colorado Department of Education (CDE) website. It is *not* an exhaustive or detailed list. All standards mentioned represent skills grade-level students should have mastered by the end of the grade-level year. If you desire further information, please visit the Standards page on the CDE website: <https://www.cde.state.co.us/standardsandinstruction/standards>

This document provides tiered support in addressing the academic standards. Families can choose to approach their curriculum selection and content-area instruction in one or all of three categories: a general **Overview** of expectations and “social studies” behaviors, **Learning Objectives** (a “fly by” glance of concepts a student masters throughout the school year) and **Guiding Questions** and **Specific Skills** (expanded ideas to guide and explain the learning objectives). As you consider lesson planning for each grade level, use the “Overview” and “Learning Objectives” checklists to help you plan out your year. (Note that specific time periods/social studies content to cover is not explicitly stated (except for some guidelines pertaining to Colorado history). Therefore, we highly recommend using the Core Knowledge Sequence ([click here](#)) to help you in your planning.) Start with the end in mind: If my child needs to know how to \_\_\_\_\_ by the end of the school year, what learning activities can be implemented to introduce and then reinforce the concepts? Think next about smaller steps in learning that your child needs to master in order to reach that end goal. Also keep in mind that most objectives are not learned in isolation, meaning learning objectives are often combined. You don’t need to ensure your child has mastered learning objective #1 before moving on to the next. Combining two or more objectives in a week’s lesson plan can make for more creative and integrated learning. If you are using a reputable and research-based curriculum, then your child will most likely be working his/her way through these learning objectives in a well-paced and consistent manner. (A brief sampling of solid curriculum options can be found on the CSP website under “Homeschool Resources.”)

### **Overview**

#### **Expectations for Kindergarten Students:**

- **History:** Ask questions, share information, and discuss ideas about the past; put events in chronological (time) order.
- **Geography:** Identify the basic characteristics of maps and globes and point out their similarities/differences; discuss how people live in different settings and interact with their environment based on location.
- **Economics:** Describe choices individuals make based on wants. Personal Financial Literacy: Describe choices people make about how to use the money they earn.
- **Civics:** Explain that groups have rules; interact positively with others; recognize membership in family, neighborhood, school, and team; discuss the characteristics of an active and helpful member of the classroom and school; follow class rules.

#### **Throughout Kindergarten You May Find Students:**

- Using words such as past, present, future, to sequence events in the school day; exploring the similarities and differences of children and families long ago and today; talking about changes in their lives over time and discussing important events in their lives (and their families’ lives).
- Comparing and contrasting how people live in different settings around the world; discussing different foods, types of clothing, and shelter and how they change with different environments (people living in colder climates wear warmer clothing).
- Discussing the different types of resources in the classroom; reasoning and working through situations with classmates to share those resources.
- Demonstrating positive citizenship skills such as courtesy, honesty, and fairness; working productively in both independent and cooperative learning situations; contributing to making and maintaining a classroom and school community.

## Learning Objectives

### History:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

### Geography:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

### Economics:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
6. Apply economic reasoning skills to make informed personal financial decisions.

### Civics:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

## Guiding Questions and Specific Skills

### History

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
  - A. Guiding Questions
    - What is history?
    - What do primary sources tell me about the past?
    - How are lives of people from the past similar and different from our lives today?
  - B. Specific Skills
    - Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did?
    - Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.
    - Use the word “because” correctly in the context of personal experience or stories of the past.
    - Recognize and describe cause-and-effect relationships about the past.
    - Generate questions and/or answers when presented with historical sources.
    - Interpret what is read through illustrations.
    - Listen to stories to gain information on a main idea.
    - Gather information and present orally.

**2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**

**A. Guiding Questions**

- Why is it important to know the order of events?
- How is your life and/or family different from other children and families?
- What happened yesterday and today, and what might happen tomorrow?
- How have you grown and changed over time?

**B. Specific Skills**

- Understand that the sequence of events is important when describing the past.
- Explore differences and similarities in the lives of children and families of long ago and today.
- Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.
- Explain why knowing the order of events is important.
- Recognize and describe patterns in the sequence of events from the past.
- Apply disciplinary concepts of change and continuity to the study of the past.
- Gather information and present orally.

**Geography**

**1. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.**

**A. Guiding Questions**

- What information can a map tell me about the places and spaces people live?
- What information can a globe tell me about the places and spaces people live?

**B. Specific Skills**

- Recognize that geographic tools represent places and spaces.
- Distinguish between a map and a globe as ways to show places people live.
- Use geographic tools to describe places. For example: globes, maps, and GPS.
- Use developmentally appropriate technology resources to present learning.
- Identify vocabulary through illustrations.
- Interpret what is read through illustrations.
- Generate questions and/or answers when presented with geographic tools.

**2. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.**

**A. Guiding Questions**

- What would it be like to live in another city, state, or country?
- Why do people belong to different groups?
- What makes a place special to the people who live there?

**B. Specific Skills**

- Understand that people live in different places around the world.
- Compare and contrast how people live in different settings around the world.
- Give examples of food, clothing, shelter, and how they change in different environments.
- Compare attitudes and beliefs as an individual to others.

- Recognize and describe cause-and-effect relationships between people and their surroundings. For example: people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.

## **Economics**

### **1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**

#### **A. Guiding Questions**

- What are the benefits and costs of ownership?
- If you want to use someone else's item what must you do?
- What happens when someone wants to use something that belongs to you?
- What do we do if there is not enough of something we all want (scarcity)?
- What are things that everyone collectively owns?

#### **B. Specific Skills**

- Understand that individuals make choices based on wants.
- Identify the costs and benefits of a choice an individual makes when acquiring an item.
- Recognize and engage in ways to use another individual's items. For example: asking for permission to share and taking turns.
- Recognize that problems can be identified and possible solutions can be created when making choices.
- Understand that some items are more desired than others and are more in demand.
- Understand that individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else's items.

### **2. Apply economic reasoning skills to make informed personal financial decisions.**

#### **A. Guiding Questions**

- What are wants and needs?
- How do people make choices when they want something?
- How do people balance between wants and needs?
- What is the difference between a want and a need?
- How can money help people to meet their wants and needs?

#### **B. Specific Skills**

- Describe choices people make about how to use the money they earn.
- Give examples of the difference between spending income on something you want versus something you need.
- Make personal financial decisions based on spending options.
- Understand that individuals differentiate between wants and needs, making choices about purchasing to serve those wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.

## **Civics**

### **1. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.**

#### **A. Guiding Questions**

- What would it look like to have no rules?
- How can we solve conflict in a fair manner?
- Why do we consider voting fair?

#### **B. Specific Skills**

- Understand that civic participation takes place in multiple groups and in various forms.
- Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering.
- Explain the qualities of an informed and engaged citizen.
- Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others.
- Understand that civic-minded individuals know the importance of fairness and conflict resolution.
- Understand that decisions are made cooperatively. For example, families vote on which movie to see and classes vote on which project they will do.

### **2. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**

#### **A. Guiding Questions**

- What qualities make people responsible and engaged citizens?
- Why would people want to have friends from different groups?
- What can you do to be an active and helpful member of your class and school?

#### **B. Specific Skills**

- Participate in making fair and reasoned decisions using democratic traditions.
- Explain why rules are needed.
- Create and follow classroom or house rules.
- Explain how a class or house rule may promote fairness and resolve conflict, and compare against a rule that does not.
- Contribute to making and maintaining class/family community decisions.
- Explain the difference between democratic decision-making and decisions made by authorities, for example a parent, teacher, principal, and a police officer.