Kansas Standards For History Government And Social Studies

Adopted April 16, 2013
This course focuses on the concept of self. Students will study self-awareness and individual experience through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of who they are so they can have a frame of reference when studying various course topics. Students will gain an understanding of observation as it relates to them. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

Units in Kindergarten may be taught in any order but the integration of units is encouraged. Each unit should be taught with consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

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

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kindergarten.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.
The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach Sense of Self in Kindergarten teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

There is no formal prior knowledge required since Kindergarten is the beginning of the formal education system. However, students should have informal prior knowledge about themselves from everyday living. Teachers should draw on the students’ prior life experiences to help them recognize and evaluate their place in society.

Connecting with Future Learning

The skills and content taught in Kindergarten will be used as background and prior knowledge for future pursuits in the discipline. In first grade, students use their knowledge and sense of self to connect with their role in the family. In second grade, students will understand their contemporary life and self-aspects as part of their identity to the concepts of then and now, and change over time. In third grade, understanding of the individual is viewed in a still broader arena, that of community. In fourth grade, they will consider how Kansas is similar and different from U.S regions. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening in order for students to build self-awareness of and perspective on the world around them. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics at a basic level in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the Equator without also learning about globes and maps so they do not appear in this outline.

This also means that the outline could be amended in ways that best fits the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The Kindergarten course focuses on building the concept of self through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands, but classroom instruction should integrate
other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, and where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

**Ideas:** technology, customs, symbols (e.g., state bird—Western Meadowlark, state flower—Native Wild Sunflower, state animal—American Buffalo, state insect—Honeybee, state amphibian—Barred Tiger Salamander, state reptile—Ornate Box Turtle, state tree—Cottonwood, state dirt—Harney Silt Loam, state grass—Little Bluestem), happiness

**People/Roles:** self

**Places/Institutions:** my home, my school, my city, Kansas, United States of America

**Events:** Kansas Day

**Skills**

- Graphic organizers
- Observation
- Compare and contrast different experiences and traditions
- Cause and effect
- Story retelling
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (KCCRS 3W.3)
- Describe people, places, things, and events and, with prompting and support, provide additional detail. (KCCRS KSL.4)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (KCCRS KSL.3)
- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS KSL.1)

**Sample Compelling questions**

- What are some of the important choices we make in class and at home, and what are the consequences? (Standard 1)
- What are your responsibilities at home and at school? (Standard 2)
- Why do Kansans celebrate Kansas Day every year? (Standard 3)
• How have you changed since starting Kindergarten? (Standard 4)
• How did different symbols come to represent Kansas? (Standard 5)

**Civics/Government (CG)**

In this unit, students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at school and home and why they are needed. Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. They will recognize and demonstrate traits of being a good citizen.

**Ideas**
- rules, leadership, authority, promoting ideals, prevention, and management of conflict

**People/Roles**
- parent, guardian, teacher, principal, citizen, student, friend, classmate

**Places/Institutions**
- my home, my classroom, my school

**Events**
- recess, assemblies, classroom celebrations

**Skills**
- Make choices
- Share
- Self-moderate behavior
- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS SL.K.1)
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion.) (KCCRS SL.K.1a)
- Continue a conversation through multiple exchanges. (KCCRS SL.K.1b)
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (KCCRS SL.K.2)

**Sample Compelling Questions**

- In the classroom, what are the consequences to others when you take on the role of a friend, helpful classmate, or leader? (Standard 1)
- Why do we need people of authority and rules at home and at school? (Standard 2)
- How does my behavior affect my family; how does my behavior affect my class? (Standard 3)
- Do rules ever change and why would they change? (Standard 4)
- If people are good citizens, how does that benefit them, their family, their school, and their community? (Standard 5)
Kindergarten

Geography (G)

In this unit students will be introduced to important geography words and locate several major geographic features. Students will begin to identify human and physical features of their local surroundings including home, school, and neighborhood. They will establish mental maps to help them navigate their school setting or the route from home to school. Students will be able to describe seasons and how seasonal changes affect their daily lives.

**Ideas**
- location, directionality, distances, seasons, weather, natural environment, man-made environment

**People/Roles**
- equator, north pole, south pole, Kansas, United States, my home, my school, my neighborhood, my hometown

**Places/Institutions**
- seasons

**Skills**
- Demonstrate mental mapping skills
- Observe
- Describe
- Locate
- Directionality: above/below, left/right, near/far, here/there
- Add drawings or other visual displays to descriptions as desired to provide additional detail. (KCCRS SL.K.5)

**Sample Compelling Questions**
- How does the season influence my choice of what to wear to school? (Standard 1)
- How does having a mental map of my school make me a more responsible person? (Standard 2)
- How are experiences different for people who live in the city and people who live in the country? (Standard 3)
- How does the weather change by season in Kansas? (Standard 4)
- What do I see when I look out the window that is man-made and what is from the natural environment? (Standard 5)

Economic (E)

In this unit, students will understand that people make choices because they cannot have everything they want. People work at jobs to earn money to pay for what they want and need. Students will recognize needs are defined as those things that are a necessity to life. They will understand that money can be used to purchase goods and services. Services are something one person does for someone else. Goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money.
Ideas: goods, services, wants, needs, work, money

People/Roles: worker, saver, spender, decision maker

Places/Institutions: job

Events: lunch

Skills:
- Classify
- Make choices
- Tell or draw a picture of personal wants and needs
- Distinguish actions of spending from actions of saving
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (KCCRS W.K.2)

Sample Compelling Questions:
- What happens when you have to choose between two things you want? (Standard 1)
- How might saving improve someone’s life in the future? (Standard 2)
- Why do people want to have a job? (Standard 3)
- What is a job you would like to have someday? (Standard 4)
- What goods and services are provided at school? (Standard 5)