

# **History / Social Science Standards**

## ***Level K***

### **LEARNING AND WORKING NOW AND LONG AGO**

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

**History/Social Science  
Unifying Standards  
Levels K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

(c) = State Standard      (p) PUSD addition      rw= aligned to grade level reading and writing standards  
(n/a) not a focus to address in this unit

**FOCUS GOALS**  
**LEVEL K**

**1.0 Historical Literacy**

- 1.1 Understand and demonstrate how events can be ordered and sequenced.
- 1.2 Understand that history is about events, people, and places of different times.

**2.0 Cultural Literacy**

- 2.1 Understand ways that the present can be linked to the past through common values.

**3.0 Geographic Literacy**

- 3.1 Compare and contrast places by their location and characteristics.

**4.0 Economic Literacy**

- 4.1 Understand that people work in jobs.

**5.0 Sociopolitical Literacy**

- 5.1 Identify and demonstrate the behaviors of good citizens.
- 5.2 Recognize symbols and icons that represent our nation and state.

**6.0 Historical Thinking**

- 6.1 Apply Language Arts literacy skills when making historical connections.

**HISTORY/SOCIAL SCIENCE**  
**Level K**  
***LEARNING AND WORKING NOW AND LONG AGO***

**1.0 Historical Literacy**

**1.1 Understand and demonstrate how events can be ordered and sequenced.**

- Use a calendar to place days, weeks and months in order. (c5)

**1.2 Understand that history is about events, people, and places of different times.**

- Name commemorative holidays and tell why they are celebrated. Examples could include but are not limited to: Thanksgiving, Independence Day, Washington and Lincoln's birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day. (c6.1)
- Compare how people lived in earlier days to life today: obtaining water from a well, growing food, making clothes, having fun, schools, organizations, rules and laws. (c6.3)
- Listen to stories to learn of people who have made historical contributions such as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin (c6.2)

**2.0 Cultural Literacy**

**2.1 Understand ways that the present can be linked to the past through common values.**

- Identify a common value shared by one or more cultures as illustrated in historical literature.

**3.0 Geographic Literacy**

**3.1 Compare and contrast places by their location and characteristics.**

- Determine location in terms of near/far, left/right, behind /in front. (c4.1)
- Locate areas of land and bodies of water on maps and globes, as referenced in historical legends and stories. (c4.2)
- Identify traffic and map symbols. (c4.3)
- Construct maps and models of neighborhoods that include familiar structures. (c4.4)
- Demonstrate familiarity with the layout of the school and describe the jobs the people do. (c4.5)

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#### **4.0 Economic Literacy**

##### **4.1 Understand that people work in jobs.**

- Match simple descriptions of work and the names of jobs, using examples from the school, local community, and historical accounts. (c3)

#### **5.0 Sociopolitical Literacy**

##### **5.1 Identify and demonstrate the behaviors of good citizens.**

- Follow rules, such as sharing and taking turns. (c1.1)
- Identify examples of honesty, courage, determination, responsibility and patriotism from stories, folklore, in school, and in the community\*. (c1.2)
- Describe the related behaviors of characters in stories from times past and the consequences of their actions. (c1.3)

##### **5.2 Recognize symbols and icons that represent our nation and state.**

- Distinguish the difference between the American and state flags.(c2)
- Identify icons such as the bald eagle and the Statue of Liberty. (c2)

#### **6.0 Historical Thinking**

##### **6.1 Apply Language Arts literacy skills when making historical connections.**

- Identify and use common words used when learning about history (e.g., events, holidays, geographical terms, honesty, courage, determination, responsibility). (r1.0)
- Use pictures, context and sequence to make predictions when reading or listening to historical literature. (r.2.0)
- Begin to read simple maps, charts and diagrams (w3.0)
- Begin to dictate or write simple stories about historical events or people. (w2.0)