

# 2018 KINDERGARTEN GRADE SOCIAL SCIENCES DRAFT CROSSWALK

## Civics and Government

### Points of Emphasis

Standards remain essential the same as 2011 with age appropriate shifts to describing roles of self and family members in society.

### Possible Essential Questions

Why do we need rules?

Do rules work?

### Civics and Government Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
K.12. Explain why rules are needed and how rules reduce conflict and promote fairness.	K.1 Explain why rules reduce conflict and promote fairness.
K.13. Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.	K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
K.14. Distinguish between democratic methods and decisions made by authority.	K.3 Describe roles of self and family members.

## Economics

### Points of Emphasis

Standards separate economics and financial literacy for consistency K-12. Standards remain essentially unchanged for Kindergarten.

### Possible Essential Questions

Why do we need rules?

Do rules work?

### Economics Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
K.15. Identify various forms of money and explain how money is used.	K.4 Distinguish between personal wants and needs.
K.16. Give examples of different jobs performed in neighborhoods.	
K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.	
K.18. Explain how jobs provide income.	
K.19. Distinguish between wants and needs.	

## Multicultural Studies

### Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

### Possible Essential Questions

#### Multicultural Studies Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
	K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. (Civics)
	K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for sharing. (Economics)
	K.10 Locate, identify, and describe places of importance to self, family, school, and culture. (Geography)
	K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.
	K.17 Make connections (similarities and differences) between self and others. (History)

## Financial Literacy

### Points of Emphasis

Standards separate economics and financial literacy for consistency K-12. Standards remain essentially unchanged for Kindergarten.

### Possible Essential Questions

Why are there different ways to pay for things?

What are the important jobs in our community?

What is a public space?

Why do people go to work?

#### Financial Literacy Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
K.15. Identify various forms of money and explain how money is used.	K.5 Identify forms of US money and explain how money is used.
K.16. Give examples of different jobs performed in neighborhoods.	K.6 Give examples of different jobs performed in communities.

2011 Grade Level Standards	2018 Grade Levels Standards
K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.	K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for borrowing and sharing.
K.18. Explain how jobs provide income.	K.8 Explain how people earn income and that some jobs earn money while some are volunteer.
K.19. Distinguish between wants and needs.	

## Geography

### Points of Emphasis

Standards remain similar to 2011 with continued emphasis on use of geographic tools and terms as well as consideration for environmental stewardship

### Possible Essential Questions

How are maps and globes different?

What do I need to know so that I don't get lost?

### Geography Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
K.7. Identify and compare and contrast pictures, maps and globes.	K.9 Identify, compare, and contrast pictures, maps and globes.
K.8. Describe roles of self and family members.	K.10 Locate, identify, and describe places of importance to self, family, school, and culture.
K.9. Locate, identify, and describe places of importance to self, family, and school.	K.11 Explain how people can care for our environment (such as classroom, playground, library, etc.).
K.10. Explain how people can care for the environment.	K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).
K.11. Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between).	

## History

### Focus

Me and my world

### Points of Emphasis

The new standards require students to understand and explore narrative history with an emphasis on sequence and individual histories.

## Possible Essential Questions

How do we change something that is not fair?

### History Crosswalk

	<b>2011 Grade Level Standards</b>	<b>2018 Grade Levels Standards</b>
<b>Historical Knowledge</b>	K.1. Compare children and families of today to those of the past.	K.13 Understand that events happen in a sequential order.
	K.2. Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage.	K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.
<b>Historical Thinking</b>	K.3. Distinguish between past and present.	K.15 Distinguish between past and present.
	K.4. Compare and contrast the student’s own environment with the past.	K.16 Understand and create timelines to show basic personal events in a sequential order.
	K.5. Use sense of time for planning.	K.17 Make connections (similarities and differences) between self and others.
	K.6. Create and explain a simple timeline of events.	K.18 Compare and contrast past and present events or practices.

## Social Science Analysis

### Points of Emphasis

For each domain, Social Science analysis is applied to prepare students for taking informed action.

### Possible Essential Questions

Is there a fair solution to this problem?

What can we learn about a document from a close reading?

### Social Science Analysis Crosswalk

<b>2011 Grade Level Standards</b>	<b>2018 Grade Levels Standards</b>
K.20. Compare and contrast past and present events or practices.	K.19 For a given problem find a solution that demonstrates fairness and empathy.
	K.20 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.