

Kindergarten: Building Community – Learning & Working Together

In kindergarten, students learn how to work together in a productive classroom community with rights and responsibilities. In addition, students engage in understanding how individuals learn and work together in the school and classroom community. A focus on rights and responsibilities of learning and working together in the school or classroom community frames discussions and tasks.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.K.1. With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.
Creating supporting questions	SS.K.2. With prompting and support, generate supporting questions related to compelling questions.
Gathering and evaluating sources	SS.K.3. With prompting and support, using a primary source from your school or community, develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it.
Developing claims and using evidence	SS.K.4. With prompting and support, construct responses to compelling questions using examples.
Communicating and critiquing conclusions	SS.K.5. With prompting and support, construct organized explanations for various audiences and purposes. SS.K.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.
Taking informed action	SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems. SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

Content Themes	Kindergarten: Building Community – Learning & Working Together
Identity (H)	SS.K.9. Compare life in the past to life today within the community.
Social justice, consciousness, and action (MC)	SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility. SS.K.11. Explore strategies to resolve conflicts in the classroom.
Respectful engagement with diverse people(MC)	SS.K.12. Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.
Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)	SS.K.13. Describe ways in which students and families are alike and different across cultures.
Civic dispositions and democratic principles (C)	SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
Processes, rules, and laws (C)	SS.K.15. Compare and contrast rules from different places and cultures. SS.K.16. Describe how people work to improve their communities.
Geographic representations (G)	SS.K.17. Use simple geographic models to describe spaces at school and home.
Human population, movement, and patterns (G)	SS.K.18. Explain why and how people move from place to place within the community.
National economy (E)	SS.K.19. Give examples of choices that are made because of scarcity.

Grade 1: The Community We Live In & the Work We Do

In first grade, students explore the organization and functions of their local community, understanding that individuals demonstrate responsibility and cooperation in their community. Students analyze how different geographic locations and places support different types of work as well as provide different resources to use in the community. The cultural characteristics and diversity of a community should frame discussions and tasks.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.1.1. With prompting and support, generate compelling questions to explore the places people live and work.
Creating supporting questions	SS.1.2. With prompting and support, generate supporting questions related to compelling questions.
Gathering and evaluating sources	SS.1.3. With prompting and support, analyze two or more primary sources from the school or community. For each source, determine who created it, when they created it, where they created it, and/or why they created it.
Developing claims and using evidence	SS.1.4. With prompting and support, construct responses to compelling questions using examples.
Communicating and critiquing conclusions	SS.1.5. With prompting and support, construct organized explanations for various audiences and purposes. SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.
Taking informed action	SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems. SS.1.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in the community.

Content Themes	Grade 1: The Community We Live In & the Work We Do
Identity (H)	SS.1.9. Compare life in the past to life today for different cultural groups within the community.
Social justice, consciousness, and action (MC)	SS.1.10. Share stories that illustrate honesty, courage, friendship, respect, and responsibility; have students explain how the stories show these qualities. SS.1.11. Demonstrate the ability to resolve conflicts.
Respectful engagement with diverse people (MC)	SS.1.12. Describe ways in which students and families are alike and different across cultures. SS.1.13. Identify and compare cultural practices and traditions in the community.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.1.14. Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.
Civic and political institutions (C)	SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community. SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.
Civic dispositions and democratic principles (C)	SS.1.17. Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
Processes, rules, and laws (C)	SS.1.18. Compare and contrast the different ways people work to improve the community.
Geographic representations (G)	SS.1.19. Use simple geographic models to describe environmental and physical characteristics of the community.
Human environment interaction (G)	SS.1.20. Describe how the environment impacts how we live and the work we do.
Exchange and markets (E)	SS.1.21. Describe the roles of financial institutions and other businesses in the community.
National economy (E)	SS.1.22. Compare the goods and services produced locally with those that are produced in other communities.

Grade 2: Our National Identity & Culture

In second grade, students explore significant events in the history of the United States and the diverse perspectives and experiences of the people who shaped our national identity. Students investigate how modern understandings of American freedom and democracy were shaped by multiple perspectives and people from diverse backgrounds. National holidays and celebrations are viewed through the lens of complex historical and cultural perspectives.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.
Creating supporting questions	SS.2.2. With prompting and support, generate supporting questions related to compelling questions.
Gathering and evaluating sources	SS.2.3. With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea.
Developing claims and using evidence	SS.2.4. With prompting and support, construct responses to compelling questions using reasoning, examples, and relevant details.
Communicating and critiquing conclusions	SS.2.5. With prompting and support, construct organized explanations for various audiences and purposes. SS.2.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.
Taking informed action	SS.2.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems. SS.2.8. With prompting and support, use deliberative and democratic procedures to take action.

Content Themes	Grade 2: Our National Identity & Culture
Power and politics (H)	SS.2.9. Identify major political leaders who have impacted U.S. history.
Identity (H)	SS.2.10. Explore significant events that have shaped national identity.
People and ideas (H)	SS.2.11. Identify how individuals have made a difference in the communities in which they live.
Social justice, consciousness, and action (MC)	SS.2.12. Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice. SS.2.13. Explain how people from different groups work through conflict when solving problems throughout U.S. history.
Respectful engagement with diverse people (MC)	SS.2.14. Identify and compare cultural practices and traditions in the U.S.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.2.15. Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.
Civic and political institutions (C)	SS.2.16. Explain how diverse individuals have played important roles in developing the nation’s civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights. SS.2.17. Describe the role and responsibilities of the U.S. president.
Civic dispositions and democratic principles (C)	SS.2.18. Determine the civic dispositions and democratic principles that have influenced the U.S. SS.2.19. Describe the rights and responsibilities of citizenship.
Geographic representations (G)	SS.2.20. Locate major historical events in national history on a map. SS.2.21. Identify major national landmarks associated with historical events.
Human environment interaction (G)	SS.2.22. Examine how environmental characteristics shape the development of the nation.
Human population, movements, and patterns (G)	SS.2.23. Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.
National economy (E)	SS.2.24. Identify times in the nation’s history when scarce resources led to conflict. SS.2.25. Identify how natural resources were used to produce goods and services in the past and present.