



# Kindergarten

# Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

## **Think analytically**

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

## **Read widely and critically**

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

## **Communicate cogently and in a compelling manner**

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

# K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1990s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

# Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

# Inquiry Arc

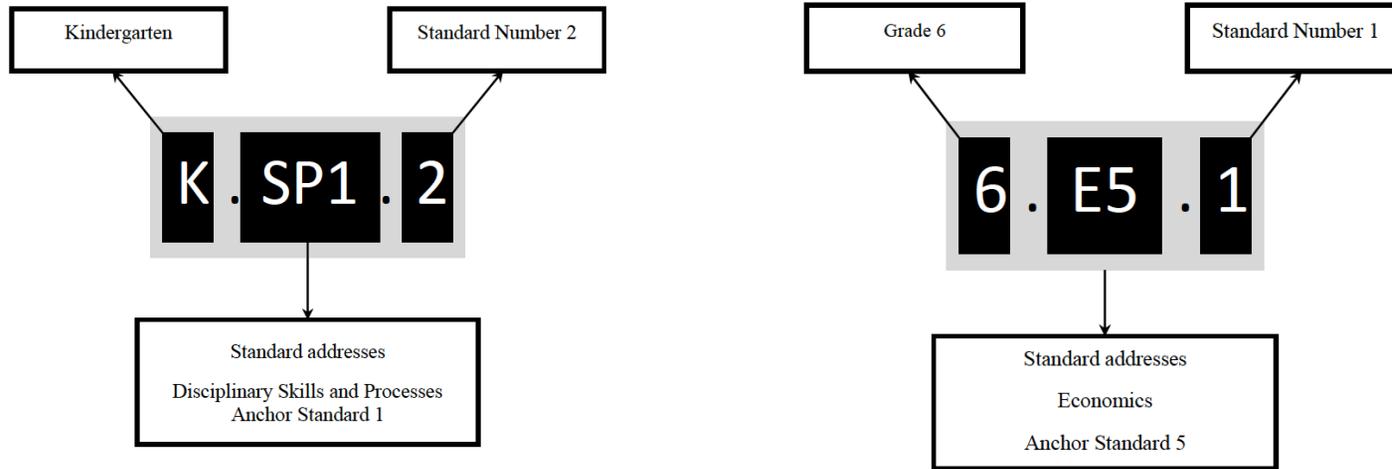
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

## The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**  
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**  
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**  
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**  
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**  
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**  
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

# Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



# Standards v. Curriculum v. Instruction

## **Standards:**

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

## **Curriculum:**

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

## **Instruction:**

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.











# Kindergarten Unit 5: Maps and Graphs

**Compelling Question: What can we learn from maps and graphs?**

**Time:** 4 Weeks

**Disciplinary Skills and Processes:** *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

**K.SP1.1** Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

**K.SP1.2** Explore how events of the past affect students' lives and community.

**K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.

**K.SP2.1** With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.

**K.SP3.1** With prompting and support, ask questions and construct responses to content studied.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>K.G1.1</b> Use, explore, and construct maps, graphs, and other geographical representations to support content focus.</p> <p><b>K.G1.2</b> Explore locations in stories shared.</p>	<p>I can identify a map. (K.G1.1)</p> <p>I can identify a graph. (K.G1.1)</p> <p>I can read maps and graphs. (K.G1.1)</p> <p>I can use and explore maps and graphs. (K.G1.1)</p> <p>I can create maps and graphs. (K.G1.1)</p> <p>I can explore locations of shared stories. (K.G1.2)</p>	<p>maps and graphs</p> <p>globe</p> <p>key</p> <p>symbol</p> <p>locations</p>

### Supporting Questions

<p>What is a map?</p> <p>What is a graph?</p> <p>How do I read a map?</p> <p>How do I read a graph?</p>	<p>What is a globe, a key, and a symbol?</p> <p>What are the different types of maps?</p> <p>When would I use a map?</p> <p>When would I use a graph?</p>
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# Kindergarten Unit 6: Weather

**Compelling Question: How does weather affect me?**

**Time:** 4 Weeks

**Disciplinary Skills and Processes:** *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

**K.SP1.1** Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

**K.SP1.2** Explore how events of the past affect students' lives and community.

**K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.

**K.SP2.1** With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.

**K.SP3.1** With prompting and support, ask questions and construct responses to content studied.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>K.G1.1</b> Use, explore, and construct maps, graphs, and other geographical representations to support content focus.</p> <p><b>K.G2.1</b> Explain how water and weather impacts humans.</p>	<p>I can identify different types of weather. (K.G1.1)</p> <p>I can describe different types of weather. (K.G1.1)</p> <p>I can graph the daily weather. (K.G1.1)</p> <p>I can read, construct, and explain weather graphs. (K.G1.1)</p> <p>I can identify water extremes (e.g., drought, flooding, etc.) (K.G1.1)</p> <p>I can explain how weather impacts choices. (K.G2.1)</p> <p>I can explain how water impacts humans. (K.G2.1)</p>	<p>types of weather</p> <p>various forms of water (i.e., condensation, evaporation, precipitation)</p> <p>bodies of water</p> <p>graphing weather</p> <p>impacts of weather on humans</p> <p>impacts of water on humans</p>
Supporting Questions		
<p>How does weather and water impact choices we make?</p> <p>How does weather and water impact my life?</p>	<p>How does weather and water impact my community?</p>	

# Kindergarten Unit 7: American Symbols, Traditions, Historical Figures and Holidays

**Compelling Question: Where do American traditions come from?**

**Time:** Ongoing

**Disciplinary Skills and Processes:** *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

**K.SP1.1** Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.

**K.SP1.2** Explore how events of the past affect students' lives and community.

**K.SP1.3** With prompting and support, generate questions about individuals and groups from stories shared.

**K.SP2.1** With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.

**K.SP3.1** With prompting and support, ask questions and construct responses to content studied.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>K.H4.1</b> Explain and explore origins of key American symbols, traditions, and holidays.</p> <p><b>K.H4.2</b> Explore the stories of key historical figures through informational text and biographies.</p>	<p>I can define a symbol. (K.H4.1)</p> <p>I can identify American symbols. (K.H4.1)</p> <p>I can explain the origin of an American symbol. (K.H4.1)</p> <p>I can define traditions and holidays. (K.H4.1)</p> <p>I can describe the origins of American traditions and holidays. (K.H4.1)</p> <p>I can identify and describe a historical figure. (K.H4.2)</p>	<p>symbols (i.e., American flag, bald eagle, Statue of Liberty, Mount Rushmore)</p> <p>traditions (i.e., Pledge of Allegiance, national anthem)</p> <p>holidays (i.e., Veteran's Day, Thanksgiving, Presidents Day, Dr. Martin Luther King Jr. Day, Fourth of July, United States Constitution Day)</p> <p>historical figures</p>

**Supporting Questions**

<p>What is a symbol?</p> <p>What are some American symbols?</p> <p>What is a tradition?</p> <p>What are some American traditions?</p>	<p>What is a holiday?</p> <p>What are some American holidays?</p> <p>What is a historical figure?</p> <p>Who are American historical figures and why are they important?</p>
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