



KINDERGARTEN

Crosswalk for Standard Course of Study and Extended Content Standards

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry K-2	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.</p> <p>Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	<p>I.1.1 Identify inquiry as a process to answer questions and solve issues.</p> <p>I.1.2 Recognize a compelling question with prompting and support.</p> <p>I.1.3 Explain why or how a compelling question is important to a topic or issue.</p>
Supporting Questions	<p>I.1.4 Identify what questions are needed to support the compelling question.</p> <p>I.1.5 Recognize how supporting questions connect to compelling questions.</p>
Gathering and Evaluating Sources	<p>I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.</p>
Developing Claims and Using Evidence	<i>Starting in Grade 3</i>

Communicating Ideas	I.1.8 Construct responses to compelling questions using information from sources.
Taking Informed Action	I.1.9 Identify problems related to the compelling question that students think are important.

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
K.B.1 Understand cultural practices in local communities and around the world.	K.B.1.1 Identify cultural practices in local communities and around the world.	ECS.K.B.1.1 Identify cultural practices in local communities and around the world.
	K.B.1.2 Compare cultural practices of people in local communities and around the world.	ECS.K.B.1.2 Compare cultural practices of people in local communities and around the world.
	K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.	ECS.K.B.1.3 Identify positive character traits such as empathy, resilience, and respect within stories.

Civics and Government		
Standard	Objectives	Extended Content Standards
K.C&G.1 Understand that people work together to create and follow rules.	K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.	ECS.K.C&G.1.1 Demonstrate an understanding of rules and the effects in the classroom, school, and community.
	K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.	ECS.K.C&G.1.2 Show ways people follow rules in the classroom, school, and community.
	K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.	ECS.K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.
	K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.	ECS.K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.

Economics		
Standard	Objectives	Extended Content Standards
K.E.1 Analyze basic economic concepts.	K.E.1.1 Differentiate between needs and wants.	ECS.K.E.1.1 Differentiate between needs and wants.
	K.E.1.2 Differentiate between goods and services.	ECS.K.E.1.2 Differentiate between goods and services.

Geography		
Standard	Objectives	Extended Content Standards
K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings.	K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.	ECS.K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.
	K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.	ECS.K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.
	K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.	ECS.K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.
K.G.2 Understand interactions between humans and the environment.	K.G.2.1 Explain ways people around the world use natural resources.	ECS.K.G.2.1 Identify natural resources and how people use them around the world.
	K.G.2.2 Explain how the environment influences people to move from place to place.	ECS.K.G.2.2 Identify different environments for where people can live.

History		
Standard	Objectives	Extended Content Standards
K.H.1 Understand change over time.	K.H.1.1 Exemplify ways in which people change over time.	ECS.K.H.1.1 Show ways in which people change over time.
	K.H.1.2 Explain how various events have shaped history.	ECS.K.H.1.2 Identify various events in history.
	K.H.1.3 Compare life in the past to life today within the home, community, and around the world.	ECS.K.H.1.3 Compare life in the past to life today within the home, community, and around the world.