



**Kindergarten Social Studies: Spaces and Places**

Description:

In kindergarten, students will engage in learning about themselves, their school, city and state. They will have opportunities to compare how life in the past is different from life today with respect to their own experiences.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p><u>Analyze Change</u> <b>Unit 2</b></p>	<ul style="list-style-type: none"> <li>• SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</li> <li>• SS.K.15. Explain why and how people move from place to place</li> <li>• SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.</li> <li>• SS.K.17. Compare life in the past to life today.</li> <li>• SS.K.18. 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.</li> </ul>	<p>Explain how the life of children was different long ago from what it is like today.</p>
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p><u>My Communities &amp; Me</u> <b>Unit 1</b></p>	<ul style="list-style-type: none"> <li>• SS.K.6. Describe students' roles in different groups of which they are members, including their family, school, and community.</li> <li>• SS.K.10. Give examples of choices that are made because of scarcity.</li> <li>• SS.K.11. Explain the difference between buying and borrowing. (21st century skills)</li> <li>• SS.K.12. Distinguish between appropriate spending choices. (21st century skills)</li> <li>• SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models.</li> </ul>	<p>Describe my unique role within communities of which I am a member.</p>
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>



<p><u>Improving Our Communities</u> <b>Unit 3</b></p>	<ul style="list-style-type: none"><li>● SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)</li><li>● SS.K.9. Compare and contrast rules from different places. (21st century skills)</li><li>● SS.K.14. Compare environmental characteristics in Iowa with other places.</li><li>● SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.</li></ul>	<p>Work together to understand rules, responsibilities, and processes to improve our classroom or community.</p>
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<b>Analyze Change</b>		<b>Sample Tasks</b>
<p>Explain how the life of children was different long ago from what it is like today.</p>		
<b>Score 4.0</b>	Students demonstrate thorough understanding of grade level standard(s), while also demonstrating in-depth inferences and applications that go beyond what was taught.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p><b>SS.K.17. Compare life in the past to life today.</b></p> <ul style="list-style-type: none"> <li>● compare aspects of life (homes, family makeup, transportation) from past to today.</li> <li>● SS.K.18. 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.</li> </ul>	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</li> <li>● SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.</li> <li>● SS.K.15. Explain why and how people move from place to place</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>● Life, past, context clues, primary source, secondary source, sequence</li> </ul>	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward grade level standard(s).	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



<b>My Communities &amp; Me</b>		<b>Sample Tasks</b>
Describe my unique role within communities of which I am a member.		
<b>Score 4.0</b>	Students demonstrate thorough understanding of grade level standard(s), while also demonstrating in-depth inferences and applications that go beyond what was taught.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p><b>SS.K.6. Describe students' roles in different groups of which they are members, including their family, school, and community.</b></p> <ul style="list-style-type: none"> <li>● SS.K.10. Give examples of choices that are made because of scarcity.</li> <li>● SS.K.12. Distinguish between appropriate spending choices. (21st century skills)</li> <li>● SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models.</li> </ul>	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● SS.K.11. Explain the difference between buying and borrowing. (21st century skills)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>● Community, role, unique, borrow, route, map</li> </ul>	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward grade level standard(s).	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



<b>Improving Our Communities</b>		<b>Sample Tasks</b>
Work together to understand rules, responsibilities, and processes to improve our classroom or community.		
<b>Score 4.0</b>	Students demonstrate thorough understanding of grade level standard(s), while also demonstrating in-depth inferences and applications that go beyond what was taught.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)</p> <ul style="list-style-type: none"> <li>• Explain why rules are important and how they help us grow and learn.</li> </ul> <p>SS.K.9. Compare and contrast rules from different places. (21st century skills)</p> <ul style="list-style-type: none"> <li>• SS.K.14. Compare environmental characteristics in Iowa with other places.</li> <li>• SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.</li> </ul>	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Participate appropriately in group discussion</li> <li>• Participate and discuss ways to make our class better.</li> <li>• Define Iowa's environmental characteristics (fields, woods, farms, lakes)(land, temperature, water)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward grade level standard(s).	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



**URBANDALE**  
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