

**Kindergarten U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>Technology</b>
	✓ Students are able to identify examples of legendary and/or historical American figures.	American figures Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington,, Martin Luther King Jr, and Rosa Parks.	Class Participation		

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: These skills should be taught and practiced although mastery is not expected at these grade levels.*

<b>Bloom's Taxonomy Level</b>	<b>Standard</b>	<b>Concept</b>	<b>Assessments</b>	<b>Resources</b>	<b>Technology</b>
	✓ Students are able to identify local and national celebrations.	Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, Presidents' Day, Flag Day.  Others depending on the student population Rosh Hashanah, Hanukkah, Kwanzaa, Chinese New Year	Class Participation		

**Kindergarten U.S. History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard	Concepts	Assessment	Resources	Technology
	(Mastery of this indicator does not emerge until third grade.)				

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources	Technology
	(Mastery of this indicator does not emerge until second grade.)				

**Kindergarten World History  
Performance Descriptors**

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**Kindergarten Geography**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Bloom's Taxonomy Level	Standard	Concept	Assessment	Resources	Technology
(Application)	<b>K.G.1.1. Students are able to use map colors to recognize land and water.</b>	Identify water and land on a map South Dakota United States World Maps			
(Comprehension)	<b>K.G.1.2. Students are able to compare the globe and a map as models of the Earth.</b>	Describe differences between a map and a globe.		Map web sites	<b>Analyze the relationships and the connections between technologies in different fields of study and how they apply to communities</b>  K.NC.3.1: Identify technologies used in the home  Example: telephone, television
(Application)	<b>K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.</b>	Go on a treasure hunt through the school.  ✓ Use a map and map symbols to name directions and poles.			

**Kindergarten Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Kindergarten students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• create a simple map with areas of land and water;</li> <li>• name similarities and differences of maps and globes;</li> <li>• guide others to specific areas of their school.</li> </ul>
<b>Proficient</b>	<p><b>Kindergarten students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• apply map colors to recognize land and water;</li> <li>• compare the globe and a map as models of the Earth;</li> <li>• demonstrate familiarity of their school’s layout through daily tasks.</li> </ul>
<b>Basic</b>	<p><b>Kindergarten students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of their school.</li> </ul>

**Kindergarten Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1:** Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom’s Taxonomy Level	Standard	Concepts	Assessment	Resources	Technology
	✓ Students are able to identify patriotic symbols and participate in activities.	National flag, Pledge of Allegiance, Mount Rushmore, and Star Spangled Banner			

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources	Technology
	<p>✓ Students are able to recognize the important actions required in demonstrating citizenship.</p>	<p>Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions</p> <p>✓ Name the attributes of a good citizen</p> <p>Listen and respond to literature with underlying themes of trust, respect, responsibility, and fairness, caring.</p> <p>School and home rules.</p>		<p>Character Counts</p>	<p><b>Students understand the safe, ethical, legal, and societal issues related to technology</b></p> <p>K.S.1.1 Demonstrate respect for the work of others</p> <p>K.S.1.2 Cite five ways to respect equipment</p> <ul style="list-style-type: none"> <li>• Recognize that using a password helps protect the privacy of information</li> <li>• Identify appropriate and safe technology behaviors</li> </ul> <p>Example: Telephone (911)</p> <p><b>Students will investigate the advantages and disadvantages of technology</b></p> <p>K.SI.2.1: Recognize that an advantage is desirable and that a disadvantage is undesirable.</p> <p>Example: being nice to your partner is an advantage</p> <p>Example: Being a bully is a disadvantage</p>

**Kindergarten Civics (Government)**

**Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard</b>	<b>Concepts</b>	<b>Assessments</b>	<b>Resources</b>	<b>Technology</b>
Knowledge	<b>K.E.1.1. Students are able to identify occupations with simple descriptions of work.</b>	Community Jobs – fire person, police officer, school helpers, doctors, nurses, dentists, farmers, postal workers, homemakers, etc			
Knowledge	<b>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</b>	Needs – food, clothing, shelter Wants – candy, pop, movie passes etc.			
Comprehension	<b>K.E.1.3. Students are able to describe the role of money in everyday life.</b>	Use money to purchase goods such as groceries; use money to pay for services such as babysitting.  Describe the importance of saving money in order to buy something we need or want.		Jr. Achievement	

**Kindergarten Economics  
Performance Descriptors**

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• identify job requirements for an occupation;</li><li>• categorize pictures into needs and wants;</li><li>• describe how money can be used other than purchasing goods.</li></ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• identify occupations with simple descriptions of work;</li><li>• identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries);</li><li>• describe the role of money in everyday life.</li></ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"><li>• name at least three occupations;</li><li>• name a basic need and a want;</li><li>• tell one use for money.</li></ul>