



# BROWNELL TALBOT

## Kindergarten Prioritized Social Studies Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Lower School unit concepts (i.e. geography, citizenship, government, community, cultural diversity, and Nebraska history) connect to each of the NCSS themes and spiral from year to year, increasing in complexity and application of understanding through a variety of projects.

### CULTURE

- Understand “culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Ask and find answers to questions related to culture in the contexts of school, community, state, and region

### TIME, CONTINUITY, & CHANGE

- Understand key concepts such as: past, present, future, similarity, difference, and change
- Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts
- Understand key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world

### PEOPLE, PLACES, & ENVIRONMENTS

- Understand the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
- Understand physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment
- Understand physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals
- Understand factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs
- Understand tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments

## INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand how individual development and identity helps us know who we are and how we change
- Understand concepts such as, growth, change, learning, self, family, and groups
- Understand individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems
- Describe their personal characteristics, including their interests, capabilities, and perceptions

## INDIVIDUALS, GROUPS, & INSTITUTIONS

- Understand global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel)
- Understand all cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections
- Ask and find answers to questions about the connections we have to other people and places around the globe
- Identify examples of global connections in their community, state, or region

## POWER, AUTHORITY, & GOVERNANCE

- Understand rules and laws can serve to support order and protect individual rights

## CIVIC IDEALS & PRACTICES

- Drawing illustrations of examples of participation supportive of civic ideals and practices
- Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond
- Identify and exercise the rights and responsibilities of citizens