

# Social Studies Grades K-2

## PBGR

The social studies literate individual has developed a critical lens through which they recognize challenges, contemplate possible solutions, and consider the consequences of both action and inaction. They have become socio-politically conscious and socio-culturally responsive as they have strengthened their own identity and recognized the importance of community through stories, conflict, compromises, and resolutions. They recognize the legacy of sovereignty, authority, and power; the pros and cons of human-environment interaction; the value of development, including both the benefits and costs that it incurs; and the respect for all histories (past and present) as seen from multiple perspectives.

### Critical Proficiency

#### Inquiry Process

**Inquiry Process** – Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions.

### Critical Proficiency

#### Civics

**Civics** – Students act as productive citizens by understanding the history, foundations, and principles of our American democracy through multiple lenses, and by acquiring the ability to become engaged in civic and democratic processes.

### Critical Proficiency

#### Economics

**Economics** – Students make sound economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.

### Critical Proficiency

#### Geography

**Geography** – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

### Critical Proficiency

#### History

**History** – Students understand and evaluate change and continuity over time, recognize the multiplicity of points of view and make use of historical evidence in answering questions and developing arguments about the past.

### Priority Performance Indicators

#### Constructing Compelling and Supporting Questions

Identify facts and concepts that are associated with compelling and supporting questions. (D1. 1, 2, 3)

#### Gathering and Evaluating Sources

Identify different types of sources, determine the source origin, and how each source can be used. (D2. His. 9, 10, 13, 17; D3. 1)

#### Communicating and Critiquing Conclusions

Construct an explanation or argument with correct sequence, relevant information and/or reasons. (D2. His. 16; D4. 1)

### Priority Performance Indicators

#### Civic and Political Institutions

Explain that roles, responsibilities, and rules pertain to all levels of society, from school and family to community and government. (D2. Civ. 1-6)

#### Participation and Deliberation

Apply civic virtues (e.g., honesty, mutual respect, cooperation), describe democratic principles, (e.g., equality, freedom, liberty) and compare their own point of view with others' perspectives. (D2. Civ. 7, 8, 9, 10)

#### Processes, Rules, and Laws

Describe how people have tried to improve their communities over time, including how a classroom community or school functions with both collaboration and rules. (D2. Civ. 11-14)

### Priority Performance Indicators

#### Economic Decision Making

Explain how the concept of scarcity necessitates decision making. (D2. Econ. 1, 2)

#### Exchange and Markets

Describe the skills, resources, and knowledge needed, as well as the costs expended to produce goods and services. (D2. Econ. 3, 4, 5, 6)

#### The National Economy

Explain features that lead to a strong economy (personal savings, education/human capital, production of goods and services). (D2. Econ. 10, 12, 13)

#### The Global Economy

Describe why people produce products in different parts of the world and share examples of imports and exports. (D2. Econ. 15)

### Priority Performance Indicators

#### Human Population: Spatial Patterns and Movements

Explain why people move from place to place and describe how people rely on distant environments to meet their needs. (D2. Geo. 7, 8, 9)

#### Global Interconnections: Changing Spatial Patterns

Explain how geography, culture, and environment can connect people across the world even as they evolve and change. (D2. Geo. 10, 11, 12)

#### Human Environment Interaction: Place, Region, Culture

Explain how weather, climate and environmental characteristics affect individuals, and how their activities can affect the culture and/or characteristics of places. (D2. Geo. 4, 5, 6)

#### Geographic Representations: Spatial Views of the World

Create and/or use maps of familiar places to describe and identify locations relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

### Priority Performance Indicators

#### Change, Continuity, Context

Compare life in the past to life today through the creation of a chronological sequence of multiple events, and sharing of significant individuals or groups related to the events. (D2. His. 1, 3)

#### Perspectives

Compare perspectives of people in the past to those of people in the present and compare different accounts of the same event. (D2. His. 4, 6)

#### Causation and Argumentation

Construct an argument or explanation with possible reasons and select which reason would be more likely than others to provide the best evidence. (D2. His. 14, 16; D4. 1)