

# Kindergarten

## Inquiry K-2

### Compelling Questions

- 1 Identify inquiry as a process to answer questions and solve issues. [I.1.1](#)
- 2 Recognize a compelling question with prompting and support. [I.1.2](#)
- 3 Explain why or how a compelling question is important to a topic or issue. [I.1.3](#)

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### Supporting Questions

- 4 Identify what questions are needed to support the compelling question. [I.1.4](#)
- 5 Recognize how supporting questions connect to compelling questions. [I.1.5](#)

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### Gathering and Evaluating Sources

- 6 Demonstrate an understanding of facts, opinions, and other details in sources. [I.1.6](#)
- 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. [I.1.7](#)

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### Developing Claims and Using Evidence

Starting in Grade 3

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### Communicating Ideas

- 8 Construct responses to compelling questions using information from sources. [I.1.8](#)
- 9 Identify problems related to the compelling question that students think are important. [I.1.9](#)

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## Behavioral Sciences

### 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. [K.B.1.1](#)
  - 2 Compare cultural practices of people in local communities and around the world. [K.B.1.2](#)
  - 3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities. [K.B.1.3](#)
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## Civics and Government

### 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. **K.C&G.1.1**
  - 2 Exemplify ways people follow rules in the classroom, school, and community. **K.C&G.1.2**
  - 3 Identify the consequences of following or not following rules in the classroom, school, and community. **K.C&G.1.3**
  - 4 Use a procedure for how people can effectively work together to improve classrooms and communities. **K.C&G.1.4**
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## Economics

### 1 Analyze basic economic concepts. **K.E.1**

- 1 Differentiate between needs and wants. **K.E.1.1**
  - 2 Differentiate between goods and services. **K.E.1.2**
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## Geography

### 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. **K.G.1.1**
  - 2 Identify physical features of places using maps, globes, and/or digital representations. **K.G.1.2**
  - 3 Identify locations in the classroom, community, and around the world with positional words. **K.G.1.3**
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### 2 Understand interactions between humans and the environment. **K.G.2**

- 1 Explain ways people around the world use natural resources. **K.G.2.1**
  - 2 Explain how the environment influences people to move from place to place. **K.G.2.2**
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## History

### 1 Understand change over time. **K.H.1**

- 1 Exemplify ways in which people change over time. **K.H.1.1**
- 2 Explain how various events have shaped history. **K.H.1.2**
- 3 Compare life in the past to life today within the home, community, and around the world. **K.H.1.3**