

Kindergarten Standards at a Glance

Spaces and Places

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.

[Unit 1: Life Long Ago- Toys, Transportation, and Communication](#)

[Unit 2: Identity](#)

[Unit 3: Rules and Responsibilities](#)

This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: Life Long Ago- Toys, Transportation, and Communication

Compelling Question: How have children’s lives changed over time?

Vocabulary: play, toys, communication, transportation

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.K.1 Recognize a compelling question.	N/A	SL.K.3, W.K.8
Constructing Supporting Questions (Inquiry)	SS.K.2 Identify the relationship between compelling and supporting questions.	N/A	RI.K.1, RI.K.2, RI.K.4, RI.K.8, RI.K.9, SL.K.2
Gathering and Evaluating Sources (Inquiry)	SS.K.3 Construct responses to compelling questions using examples.	N/A	RI.K.9
Communicating and Critiquing Conclusions (Inquiry)	SS.K.4 Take group or individual action to help address local, regional, and/or global problems. SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL.K.1, SL.K.2, SL.K.3
Examine Factors	SS.K.7. Describe ways in which students and	Compare long ago through aspects	L.K.5, RI.K.1,

that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)	others are alike and different within a variety of social categories.	of toys, transportation, and communication.	RI.K.4
Analyze Human Population Movement and Patterns (Geography)	SS.K.15. Explain why and how people move from place to place.	How people travel (walking, boats, trains, cars, buses, planes).	L.K.2, RI.K.2, RI.K.3, RI.K.8
Analyze Change, Continuity, and Context (History)	SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.	Analyze historical images of toys, transportation, and communication and comparing them to their own lives today.	RI.K.7, W.K.3
Analyze Change, Continuity, and Context (History)	SS.K.17. Compare life in the past to life today.	Analyze historical images of toys, transportation, and communication and comparing them to their own lives today.	L.K.4, L.K.6, RI.K.9
Critique Historical Sources and Evidence (History)	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.	Source each image, read the picture caption, and discuss (who, what, when, where, why) with each image. Relate creator to concepts of author, illustrator, and/or photographer.	RI.K.5, RI.K.6

Supporting Question	Resources	Additional Resources
<p>1. How has play changed over time?</p>	<ul style="list-style-type: none"> • Portrait of two girls with doll in baby buggy, ca.1890 (image) • Boys posing while playing soldier, 1915 (image) • Studio portrait of Donald Fanton holding trolley car toy, 1927 (image) • Children of Earl Pauley, playing with dolls in tumbleweed, 1936 (image) • Children playing with boats, Grundy Center, Iowa, 1940 (image) • Boys playing marbles, Woodbine, Iowa, 1940 (image) • Mrs. Yaeko Nakamura and family buying toys, 1943 (image) 	<ul style="list-style-type: none"> • Book: Toys and Games: Then and Now, Robin Nelson (2003) • The Goldfinch: Vol 10, Number 4, pages 11-12 (April 1989) • Wonderful Story 7 Long Ago and Now Video Lesson • 100 Years of Toys Video Long Ago and Today Video
<p>2. How has communication and technology changed over time?</p>	<ul style="list-style-type: none"> • Horses pulling U.S. Mail sled, ca. 1900 (image) • Man and woman at desk with typewriter, between 1909 and 1932 (image) • Telephone Operators, 1914 (image) • Lady signaling operator on old style telephone. Scranton, Iowa, 1940 (image) • A crowd of men listening to World Series game, Saint George, Utah, 1940 (image) • Airborne Infantry officer using a "walkie-talkie." 1942 (image) • Filming high school classes. Little Rock, Arkansas, 1958 (image) 	<ul style="list-style-type: none"> • Book: Communication: Then and Now, Robin Nelson (2003)
<p>3. How has transportation changed over time?</p>	<ul style="list-style-type: none"> • Ambulance wagons on the battlefield of Bull Run, 1861 (image) • Logs being hauled on a sleigh by a team of horses, ca. 1900 (image) • Wagons removing snow, 1908 (image) 	<ul style="list-style-type: none"> • Book: Transportation: Then and Now, Robin Nelson (2003)

	<ul style="list-style-type: none">• Children in automobile, between 1912 and 1930 (image)• Crowd and Trolley cars, Washington, D.C., between 1913 and 1917 (image)• Lineup of school buses near Wells, Texas, 1939 (image)• Workers boarding a trackless trolley, Baltimore, Maryland, 1943 (image)	
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You can view the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/childrens-lives-comparing-long-ago-to-today>.

Unit 2: Identity

Compelling Question: How is everyone unique?

Vocabulary: scarcity, take action

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Communicating and Critiquing Conclusions Taking Informed Action (Inquiry)	SS.K.4 Take group or individual action to help address local, regional, and/or global problems. SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL.K.1, SL.K.2, SL.K.3
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.K.6 Describe students' roles in different groups of which they are members: including their family, school, and community.	Students use primary sources: documents, images, artifacts, maps to see how they can tell a person's story of where they live, things they like to do. Their story can be compared and contrasted to children in their classroom and/or children who live in other places.	RL.K.1, RL.K.9, RI.K.3
Interpret Processes, Rules and Laws (Civics/Government)	SS.K.10 Give examples of choices that are made because of scarcity.	Explain scarcity through natural resources: the idea of water or lack of water, and or trees or the lack of them.	RL.K.1, RL.K.9, RI.K.3

Create a Saving and Spending Plan (Financial Literacy)	SS.K.11 Explain the difference between buying and borrowing.	Compare ways to get a book: checking out books from the library (school or community), purchasing in store.	RL.K.1, RL.K.9, RI.K.3
Create a Saving and Spending Plan (Financial Literacy)	SS.K.12 Distinguish between appropriate spending choices. (21st century skills)	Discuss concepts of buy, spend, save.	RL.K.1, RL.K.9, RI.K.3
Create Geographic Representations (Geography)	SS.K.13 Create a route to a specific location using maps, globes, and other simple geographic models.	Explain how people historically traveled compared to how they travel today. View maps and have students draw a map of their home, or school, or path in which they take in their community.	W.K.1

Supporting Question	Resources
1. What artifacts tell a person's story?	<ul style="list-style-type: none"> • Birth Certificate • Family Photo • Map/Globe Image • Artifact: Barbie Dolls • Activities Photo
2. How is my story unique?	<p>Students can bring in their own artifacts or teachers can use one of the two case studies. If students will bring in their own artifacts, below are some helpful communication to send home.</p> <p>Example Parent Letters:</p> <ul style="list-style-type: none"> • Example Letters • Family Interview Questions <p>Case Study 1:</p> <ul style="list-style-type: none"> • The Story of William Ossey

	<ul style="list-style-type: none"> • Map of Syria • Dedication of Mother Mosque • Aossey Family • Aossey Family Truck <p>Case Study 2:</p> <ul style="list-style-type: none"> • The Story of Ellen Douglas • Ellen and Barbara Douglas • Ellen, Barbara, & Nanny • Playing at Bruce more • Ellen, Barbara & Nanny Sledding
<p>3. How does my story compare to others?</p>	<p>Family</p> <ul style="list-style-type: none"> • A Chinese Family • Sioux Family from Rosebud Indian Reservation • Russian Family of Refugees • Mexican Baby and her Sister <p>Activities</p> <ul style="list-style-type: none"> • Children Jumping Rope • Playground • Reading a Comic Book • Building a Snowman • Children Running <p>Borrowing and Spending</p> <ul style="list-style-type: none"> • Looking at a Book • Checking out books in library • A Birdhouse Library • Child at Toy Store <p>Scarcity</p> <ul style="list-style-type: none"> • Vegetable Garden • Water Faucet

	<ul style="list-style-type: none">• Cornfield in Drought• Waiting in Line for Water• Rogue River National Forest• Field of Sweet Corn• Failing Tomato Plant <p>Transportation/Maps</p> <ul style="list-style-type: none">• Traveling with Donkey• Russian Children in front of Ship• Nanai Family on Dogsled• Sitting on truck
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You can see the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/identity>.

Unit 3: Rules and Responsibilities

Compelling Question: Why do rules matter to our lives?

Vocabulary: Respect, responsible, law, rule, collaboration, compost, littering, recycling, community garden

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Question (Inquiry)	SS.K.1. Recognize a compelling question.	N/A	RI.K.1
Constructing Supporting Question (Inquiry)	SS.K.2. Identify the relationship between compelling and supporting questions.	N/A	RI.K.1
Communicating and Critiquing Conclusions (Inquiry)	SS.K.3. Construct responses to compelling questions using examples.	N/A	RI.K.1
Taking Informed Action (Inquiry)	SS.K.4. Take group or individual action to help address local, regional, and/ or global problems.	N/A	W.K.1, W.K.2
Taking Informed Action (Inquiry)	SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL.K.1, SL.K.3
Interpret Processes, Rules and Laws	SS.K.8 Determine a procedure for how people can effectively work together to make	Determine ways to be responsible and respectful while establishing	L.K.6

(Civics/Government)	decisions to improve their classrooms or communities. (21st century skills)	classroom rules, playing games, interacting with peers and adults. Use primary sources to determine ways to be responsible and respectful in a variety of settings.	
Interpret Processes, Rules and Laws (Civics/Government)	SS.K.9. Compare and contrast rules from different places. (21st century skills)	Determine how laws in Iowa are the same or different than those from other places related to wearing seat belts, cross the street in the crosswalk, returning bottles/cans for redemption, and having a dog on a leash.	L.K.6
Evaluate Human Environment Interaction (Geography)	SS.K.14. Compare environmental characteristics in Iowa with other places.	Identify characteristics of landscapes of Iowa and compare to other places.	RI.K.IA.1
Iowa History (History)	SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	Determine how laws in Iowa are the same or different than those from other places related to trash cans, compost piles, landfills, littering, recycling, and community gardens.	RI.K.5, RI.K.6

Supporting Question	Resources
1. What does it mean to be a responsible citizen?	<ul style="list-style-type: none"> • Boy Raking Leaves • Children Doing Homework • Open Trash Cans • Children Playing Soccer • Crossing the street • Compost Pile • Trash Dumped in Landfill

<p>2. What does it mean to be a respectful citizen?</p>	<ul style="list-style-type: none"> • Landscapes of Iowa • Girl Scout Garden • Garbage in road • Fourth of July Parade • Saluting the Flag in School • Recycle Poster • Girls Working Together at School • Hawkeye Wave • Community Garden
<p>3. How are rules and laws different in Iowa than other places?</p>	<ul style="list-style-type: none"> • Dog on Leash • People Walking on Dirt Road • Crosswalk • Popbottles • Passenger Wearing Seatbelt • Infant in car seat

You can view the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/rules-and-responsibilities>.