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| **Kindergarten-2nd** | **Description** | **Sub-Anchor Standard** | **Enduring Understanding** | **Suggested Themes** |
| **Social Studies Skills Anchor Standard** | The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating. | SSS1: Uses critical reasoning skills to analyze and evaluate positions.  | I know that there are many points of view to an argument, and I can share my position with evidence. | *Example: Sharing ideas on playground or classroom rules.* |
|  |   | SSS2: Uses inquiry-based research. | I know how to ask quality questions and find appropriate materials to find answers to those questions. | *Example: Use questions to find out how families celebrate holidays.*  |
|  |   | SSS3: Deliberates public issues. | I know that there are many ideas, issues, and conflicts going on in the world around me and I can listen to understand the different points of view and use my voice to enact change. | *Example: Playground or classroom rules.*  |
|  |   | SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience. | I know that there are many ways to share ideas and I can evaluate evidence and determine best tools to express my knowledge and understanding. | *Example: Expressing individual opinions about playground and community rules.*  |
| **Civics Anchor Standard** | The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship. | CI: Understand key ideals and principles of the United States, including those in the Declaration of Independence and founding documents. | I know that different communities create rules to promote the common good and individual liberties. | *Example: Identifying school leaders such as the principal, counselor and teachers and the rules they create and enforce.*  |
|  |   | C2: Understands the purposes, organization, and function of governments, laws, and political systems. | I have rights and responsibilities as a citizen in my community. | *Example: School and classroom rules.*  |
|  |   | C3: Understands the purposes and organization of tribal and international relationships with the United States. | I know that there are different communities close to me and that there may be different rules for different communities. | *Example: Discuss family rules and why they aren't the same for every family.*  |
|  |   | C4: Understands civic involvement. | When I show concern for the well-being of my classroom, school, and community, I am being “civic minded.” | *Example: Discuss how we can all contribute to our community by obeying rules such as picking up litter or driving the speed limit.*  |
| **Economics Anchor Standard** | The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies. | E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. | I can make decisions about how to use resources to benefit myself and others. | *Example: Understanding how different families make choices about buying groceries based on cost, availability and culture.*  |
|  |   | E2: Understands the components of an economic system. | I understand the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services. | *Example: Local economies - what is sold in neighborhood stores.*  |
|  |   | E3: Understands the government’s role in the economy. | I know that the government has a role in the economy. |   |
|  |   | E4: Understands the economic issues and problems that all societies face. | I know that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. | *Example: The role of thrift stores and food banks.*  |
| **Geography Anchor Standard** | The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments. | G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface. | I know that the use of tools (maps, globes, charts, graphs,) is important to understanding the world around us. Different cultures may use different tools, have different names, and different perspective when looking at the world around us. | *Examples: County and city maps that show parks and green spaces.*  |
|  |   | G2: Understands human interaction with the environment. | I know that the human-environment interactions are essential aspects of human life in all societies, and they occur at local-to-regional scale. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities. | *Example: The physical environment and climate, as well as economics and availability impact the choices families can make about homes.*  |
|  |   | G3: Understands the geographic context of global issues and events. | I know that people, products, and ideas can move, connecting local and global communities to each other. |   |
| **History Anchor Standard** | The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future. | H1: Understands historical chronology. | I know that the study of chronology is necessary for understanding cultures, global connections, and historical events. |  |
|  |   | H2: Understands and analyzes causal factors that have shaped major events in history. | I know that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. | *Example: Creating individual timelines of life events.*  |
|  |   | H3: Understands that there are multiple perspectives and interpretations of historical events. | I understand that historical events can be interpreted differently by different individuals, families, and communities. |   |
|  |   | H4: Understands how historical events inform analysis of contemporary issues and events. | I can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. | *Example: Using old photographs to study family holidays and traditions.*  |