

**Standards for Grade K**  
**LEARNING AND WORKING NOW AND LONG AGO**

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

*Teaching Timeline for the Standards/Benchmarks in your Curriculum*

- Indicate when the respective benchmarks will be taught:
- |             |             |             |           |
|-------------|-------------|-------------|-----------|
| Quarter 1   | Quarter 2   | Quarter 3   | Quarter 4 |
| Trimester 1 | Trimester 2 | Trimester 3 |           |

*Integration of Standards/Benchmarks with the Social Teachings of the Church*

- Indicate with which theme you will integrate the teaching of the respective benchmarks:
- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1: Human Dignity                | 4: Dignity and Work Rights of Workers |
| 2: Human Rights                 | 5: Option for the Poor                |
| 3: Call to Family and Community | 6: Global Solidarity                  |
|                                 | 7: Care for God's Creation            |

*Integration of Standards/Benchmarks with other Subject Matter*

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:
- |                     |                |             |
|---------------------|----------------|-------------|
| L.A.: Language Arts | M: Mathematics | SC: Science |
| FA: Fine Arts       | T: Technology  | O: Other    |

*Available Resources*

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:
- #A: Adequate                      #PA: Partially adequate                      #NA: Not Adequate

*Assessment – Degree of Emphasis*

- Indicate to what degree the you have included the respective benchmarks in your teaching:
- 0: Not Taught              M: Minimal Emphasis              B: Basic Emphasis              S: Strong Emphasis**

*Assessment – Degree of Mastery*

- Indicate to what degree students have mastered the benchmark:
- |   |   |   |
|---|---|---|
| 1: Only a <i>few</i> of the students are proficient | 2: About <i>half</i> of the students are proficient | 3: <i>Most</i> of the students are proficient |
|---|---|---|

**How to use the legend next to the benchmark proficiencies**

**I: Complete during the planning stage of your instructional plan:**

Read each of the benchmark proficiencies in light of the following criteria and circle the appropriate acronym:

**T: Timeline:** When will you include this benchmark in your instructional plan?  
(First, second, third, or fourth quarter, or first, second, third trimester?)

**I: Integration:** Will you integrate this benchmark proficiency with any of the seven themes of the social teachings of the Catholic Church (ST-1-2-3-4-5-6-7) and/or with other academic subjects: (LA-M-SC-T-FA-O)?

**R: Resources:** Do you have access to the needed resources to teach effectively to this benchmark? (Adequate, partially adequate, or not adequate)

**II: Complete after instruction: A: Assessment**

1: Indicate to what extent you have included this benchmark in your teaching:

**O:** Not included into the teaching

**M:** Minimally - while included in the teaching, this benchmark was not a key objective of lessons taught

**B:** Basic emphasis

**S:** Strong emphasis was given

2: Based on the multiple indicators you used to evaluate mastery of the benchmarks, what is your overall impression as to how many of your students have achieved proficiency:

1: Only a few of the students (fewer than 25%) are proficient

2: Half of the students (about 50%) are proficient

3: Most of the students (about 75% or more) are proficient

SAMPLE

Benchmarks	T		I				R	A	
1.3.1. the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)	Q1	Tr1	<b>ST</b>	<u>ST</u>	<u>OS</u>	<b>A</b>	<b>0</b>	<b>1</b>	
	<b>Q2</b>	Tr2	<b>1</b>	2	LA	PA	<b>M</b>	<b>2</b>	
	Q3	Tr3	3	4	M	NA	<b>B</b>	3	
	Q4		5	6	SC		<b>S</b>		
			7		T				
					<b>FA</b>				
					O				

## Kindergarten – Standard 1

**K.1 Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
K.1.1 examples of rules, such as sharing and taking turns, and the consequences of breaking them	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
K.1.2 examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
K.1.3 the beliefs and related behavior of characters in stories from times past, and the consequences of their actions	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

## Kindergarten – Standard 2

**K.2. Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong**

**A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient**

Benchmarks	T		I			R	A	
K.2.1 The standard is the benchmark	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			

## Kindergarten – Standard 3

K.3. Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
K.3.1 The standard is the benchmark	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			

## Kindergarten – Standard 4

**K.4 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R:Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
K.4.1 determining the relative location of objects using near/far, left/right, behind/in front	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
K.4.2 distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
K.4.3 identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
K.4.4 constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
K.4.5 demonstrating familiarity with the school's layout, environs and the jobs people do there	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				

## Kindergarten – Standard 5

**K.5. Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong**

**A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient**

Benchmarks	T		I			R	A	
K.5.1 the standard is the benchmark	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			

## Kindergarten – Standard 6

**K.6. Students understand that history relates to events, people, and places of other times, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other R:**

**Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis 0:** not taught **M=**minimal emphasis **B=**basic **S=**strong

**A: Degree of mastery 1=** few students are proficient **2: ±**half proficient **3:** most proficient

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
K.6.1 the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
K.6.2 the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
K.6.3 the different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				



<p style="text-align: center;"><b>Historical and Social Sciences Analysis</b> <b>Skills</b> <b>Grades K-5</b></p>
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**PLEASE NOTE**

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

*In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:*

**Chronological and Spatial Thinking**

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

**Research, Evidence and Point of View**

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

**Historical Interpretation**

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events