



Social Studies Kindergarten

Interactions and Interdependence (IN)

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom	<ul style="list-style-type: none"> • With help, I can tell some ways that my classmates and I are the same OR some ways that we are different. 	<ul style="list-style-type: none"> • I can tell some ways that my classmates and I are the same OR some ways that we are different. 	<ul style="list-style-type: none"> • I can tell some ways that my classmates and I are the same AND some ways that we are different. 	<ul style="list-style-type: none"> • I can tell some ways that my classmates and I are the same AND different from other children in our community.

Comments



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INK.2 Describe the diversity of groups represented in the classroom.	<ul style="list-style-type: none"> I can give the name of a tradition, festival or celebration that is important to my family. 	<ul style="list-style-type: none"> I can tell about a tradition, festival or celebration that is important to my family. 	<ul style="list-style-type: none"> I can tell about a tradition, festival or celebration that is important to my family AND share why it is important. 	<ul style="list-style-type: none"> I can tell about a tradition, festival or celebration that is important to my community AND share why it is important.
	<ul style="list-style-type: none"> I can give the name of a person or group of people that are important to me. 	<ul style="list-style-type: none"> I can tell about a person or a group of people that are important to me. 	<ul style="list-style-type: none"> I can tell about a person or a group of people that are important to me AND share why they are important to me. 	<ul style="list-style-type: none"> I can compare reasons why a person or a group of people is important to me with reasons why a person or a group of people is important to a classmate.

Comments



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Dynamic Relationships (DR)

DRK.1 Describe the spatial relationships among people, places, and environments.	<ul style="list-style-type: none"> • With help, I can use a few spatial concepts (e.g. left/right, up/down, front/back, north/south/east/west, in front of/behind, top/bottom) to describe the relationships between people, places, OR environments. 	<ul style="list-style-type: none"> • I can use a few spatial concepts (e.g. left/right, up/down, front/back, north/south/east/west, in front of/behind, top/bottom) to describe the relationships between people, places, OR environments. 	<ul style="list-style-type: none"> • I can use many spatial concepts (e.g. left/right, up/down, front/back, north/south/east/west, in front of/behind, top/bottom) to describe the relationships between people, places, AND environments. 	<ul style="list-style-type: none"> • I can use a variety of spatial concepts to describe the same relationship (e.g. The boy is beside me; he is to the left of me).
	<ul style="list-style-type: none"> • With help, I can identify a navigation technique from a different time, place or culture (e.g. maps, stars, signs in nature, constellations, North star, sun). 	<ul style="list-style-type: none"> • I can identify a few navigation techniques from a different time, place or culture (e.g. maps, stars, signs in nature, constellations, North star, sun). 	<ul style="list-style-type: none"> • I can describe a few navigation techniques from a different time, place or culture (e.g. maps, stars, signs in nature, constellations, North star, sun). 	<ul style="list-style-type: none"> • I can make connections between modern navigation techniques and those from a different time, place or culture.

Comments



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<p>DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.</p>	<ul style="list-style-type: none"> I can identify a promise. 	<ul style="list-style-type: none"> I can give an example of a promise. 	<ul style="list-style-type: none"> I can give examples of promises AND explain the importance of keeping a promise. 	<ul style="list-style-type: none"> I can give examples of promises in communities outside the classroom and in my family unit.
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Comments

<p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.</p>	<ul style="list-style-type: none"> With help, I can identify how the weather OR where I live impacts the daily choices that my family and I make (e.g. play, clothing, food, activities, transportation). 	<ul style="list-style-type: none"> I can identify a few ways that the weather OR where I live impacts the daily choices that my family and I make (e.g. play, clothing, food, activities, transportation). 	<ul style="list-style-type: none"> I can identify many ways that the weather AND where I live impact the daily choices that my family and I make (e.g. play, clothing, food, activities, transportation). 	<ul style="list-style-type: none"> I can explain why people that live in other parts of the world might make different seasonal choices than my family and I do.
	<ul style="list-style-type: none"> With help, I can a few connections between where First Nations and Métis people live in Saskatchewan and daily choices, in the past OR in the present. 	<ul style="list-style-type: none"> I can make a few connections between where First Nations and Métis people live in Saskatchewan and daily choices, in the past OR in the present. 	<ul style="list-style-type: none"> I can make several connections between where First Nations and Métis people live in Saskatchewan and daily choices, both in the past AND in the present. 	<ul style="list-style-type: none"> I can point out some differences between the impact of where First Nations and Métis people live on daily choices in the past with that impact in the present.

Comments



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Power and Authority (PA)

PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.	<ul style="list-style-type: none"> • With help, I can list rules of our classroom, playground OR school. 	<ul style="list-style-type: none"> • I can list rules of our classroom, playground OR school. 	<ul style="list-style-type: none"> • I can list the key rules of our classroom, playground AND school. 	<ul style="list-style-type: none"> • I can identify the purpose of the rules of our classroom, playground AND school.
	<ul style="list-style-type: none"> • With help, I can explain why the rules of our classroom, playground OR school are important. 	<ul style="list-style-type: none"> • I can explain why the rules of our classroom, playground OR school are important. 	<ul style="list-style-type: none"> • I can explain why the rules of our classroom, playground AND school are important (e.g. promote a state of safety, self-regulation, peace, balance, and harmony.) 	<ul style="list-style-type: none"> • I can create rules with others to help promote a state of safety, self-regulation, peace, balance and harmony.

Comments



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PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.	<ul style="list-style-type: none"> • With help, I can name a time when disagreement may occur in my classroom, school OR family. 	<ul style="list-style-type: none"> • I can identify times when disagreement may occur in my classroom, school OR family. 	<ul style="list-style-type: none"> • I can identify times when disagreement may occur in my classroom, school AND family. 	<ul style="list-style-type: none"> • I can make connections between disagreements that may occur in my classroom, school AND family.
	<ul style="list-style-type: none"> • With help, I can suggest a positive way to resolve a disagreement in my classroom, school OR family. 	<ul style="list-style-type: none"> • I can suggest positive ways to resolve disagreements in my classroom, school OR family. 	<ul style="list-style-type: none"> • I can suggest positive ways to resolve disagreements in my classroom, school AND family. 	<ul style="list-style-type: none"> • I can explain how a positive resolution to a disagreement can lead to a state of peace, balance and harmony.
	<ul style="list-style-type: none"> • With help, I can identify ways in which disagreements can be good OR ways that disagreements can be bad. 	<ul style="list-style-type: none"> • I can identify ways in which disagreements can be good OR ways that disagreements can be bad. 	<ul style="list-style-type: none"> • I can explain ways in which disagreements can be good OR ways in which disagreements can be bad. 	<ul style="list-style-type: none"> • I can describe ways in which disagreements can be good AND ways in which disagreements can be bad.

Comments



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Resources and Wealth (RW)

RWK.1 Examine ways of managing tasks and resources in families and schools.	<ul style="list-style-type: none"> I can identify who is responsible for tasks that need to be done at home OR at school. 	<ul style="list-style-type: none"> I can identify ways that people make decisions about who manages tasks at home OR at school. 	<ul style="list-style-type: none"> I can identify ways decisions can be made about managing a task at home AND at school (e.g. adult decision, volunteers emerge, majority vote, making a list). 	<ul style="list-style-type: none"> I can identify advantages and disadvantages of the different ways decisions can be made about completing a task.
	<ul style="list-style-type: none"> I can name a time when it is important to share. 	<ul style="list-style-type: none"> I can tell about times when it is important to share OR times when sharing is not wise. 	<ul style="list-style-type: none"> I can tell about times when it is important to share AND times when sharing is not wise. 	<ul style="list-style-type: none"> I can explain why there are times when sharing is not wise.

Comments



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RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.	<ul style="list-style-type: none"> • With help, I can share how to look after the environment OR tell why it is important to care for the environment. 	<ul style="list-style-type: none"> • I can share how to look after the environment OR tell why it is important to care for the environment. 	<ul style="list-style-type: none"> • I can share some ways I can look after the environment AND tell why it is important to care for the environment. 	<ul style="list-style-type: none"> • I can explain, with details, ways that people can look after the environment and why it is important to do so.
	<ul style="list-style-type: none"> • With help, I can show how to look after the environment through daily actions. 	<ul style="list-style-type: none"> • I can show how to look after the environment through a few of my daily actions. 	<ul style="list-style-type: none"> • I can show how to look after the environment through many of my daily actions in a variety of situations. 	<ul style="list-style-type: none"> • I can make a plan to look after the environment in my classroom or school.

Comments