K-2 Critical Concepts:

- History- Continuity and Change
- History- Culture
- Government/Civics- Governmental Roles and Responsibilities
- Government/Civics- Systems of Government
- Economics- Needs & Wants
- Economics- Producers & Consumers
- Geography - Geographic Reasoning

Score 4.0 Exceeds the Standard (E)
Score 3.0 Mastery of Grade-Level Standard (M)
Score 2.0 Progressing Toward Grade-Level Standard (P)
Score 1.0 Initial Progress Toward Grade-Level Standard (IP)
Score 0.0 Even with Help, No Success (NP)
Not Evaluated (NE)

History- Continuity and Change

K-2 Critical Concept
Continuity and Change

We can organize history's complex patterns and its flow through the relationship between events/developments in terms of continuity (what remains the same) and change (what changes).They can both exist at the same time; they are not opposites.

Standards Alignment

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

K.6.3 Students understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1.4.1 Students examine the structure of schools and communities in the past
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1.4.2. Students study transportation methods of earlier days.

1.4.3 Students recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

2.1.1 Students trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

2.1.2 Students compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

2.2.3 Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

4.0	The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.
	Students think of this in a more complex way. For example, they are able to explain that some things are very different, some things are minimally different, and some things are the same.
3.0	Students meet the grade level target.
	Kindergarten Students identify important events and them in temporal order. For example they use calendars to place holidays on the appropriate day. Students begin to identify basic ways in which life in the past was different from life today. ***First Grade*** Students describe how everyday life in different places has changed and

	stayed the same. Students identify similarities and differences between different generations. ***Second Grade*** When tracing their family history, students use primary and secondary sources to demonstrate the differences and similarities between things that happened long ago and things that happen today.
2.0	Students are approaching the grade level target
☐ Students place key events and people of a historical era in a chronological sequence; interpret timelines. ☐ Students compare pictures and/or text of a community from the past and present day. ☐ Students identify people/groups that have made a significant historical change on city, state, and country	
1.0	With assistance, students have partial success

History- Culture

K-2 Critical Concept
Culture

The diverse beliefs, values, traditions, and behaviors of different groups of people influence how they perceive the world, interact with one another, and shape their societies. Noteworthy accomplishments and lasting impact of individuals, civilizations, and historical events provide insight into the contributions and influences that shape our present and future.

Standards Alignment

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.

K.6.1 Students identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

K.6.3 Students identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.=

1.3.1 Students recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").

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1.5.1 Students recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

1.5.2 Students understand the ways in which American Indians and immigrants have helped define Californian and American culture.

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2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

4.0	The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.
3.0	Students meet the grade level target.
	Kindergarten Students recognize national and state symbols. ***Grade 1*** Students recognize and understand the significance of national and state symbols and traditions of the United States, including national holidays or days of observance, and can explain the reason they are celebrated. Students understand the influence of indigenous and immigrant traditions on California and American culture, identifying similarities and differences among the diverse population. ***Grade 2*** Students differentiate between things that happened long ago and things that happened yesterday through the use of primary and secondary sources. Students understand the importance of individual actions and character and explain how heroes from long ago and recent past have made a difference in others' lives.
2.0	Students are approaching the grade level target
☐ Identify the national holidays in the United States ☐ List additional days of observance in the United States	
1.0	With assistance, students have partial success

Government/Civics- Governmental Roles and Responsibilities

<table>
<tr><td colspan="2">K-2 Critical Concept
Governmental Roles and Responsibilities

People participate in the governing of society through distinguished powers, roles, and responsibilities; this varies across space and time.</td></tr>
<tr><td colspan="2">Standards Alignment

K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.

1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy and military force.</td></tr>
<tr><td>4.0</td><td>The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.</td></tr>
<tr><td></td><td>Students think of this in a more complex way. For example, they are able to explain the idea of citizenship as it relates to their individual roles and responsibilities.</td></tr>
<tr><td>3.0</td><td>Students meet the grade level target.</td></tr>
<tr><td></td><td>Kindergarten

Students identify what makes a good citizen. For example, they associate following rules, sharing, and taking turns as part of citizenship.

Students understand the work people do and how it connects to citizens’ roles and responsibilities.

First Grade

Students describe the rights and individual responsibilities of citizenship. For example, they can provide examples of both direct and representative democracy systems in their classroom, school, and community.

They understand the elements of fair play and good sportsmanship, respect</td></tr>
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	for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.” Students know and understand national and state symbols, icons and traditions. For example, they are able to recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”). They understand the significance of our national holidays and the heroism and achievements of the people associated with them. They can identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them ***Second Grade*** Students explain the governmental institutions and practices in both the U.S. and other countries. For example, they are able to explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. They can describe roles and responsibilities through the ways in which groups and nations interact with one another to try to resolve problems.
2.0	Students are approaching the grade level target
	☐ Students are able to identify examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. ☐ Students can name characters in stories from times past and understand the consequences of the characters’ actions. ☐ Students understand there are two democratic models that create the rule-making process. They can identify several elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, and can recite the “Golden Rule.” ☐ Students can name and identify national and state symbols, icons, documents, holidays, landmarks, and documents. ☐ Students (2nd grade) understand the purpose of laws and can explain how governments use laws to create order. They understand how nations interact and work to resolve problems.
1.0	With assistance, students have partial success

Government/Civics- Systems of Government

K-2 Critical Concept
Systems of Government

There are many ideas and principles that influence social and political systems, as well as the powers and limits of those systems

Standards Alignment

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.

1.3.1 Recite the Pledge of Allegiance and sing songs that express American ideals

1.3.2 Understand the significance of national holidays and the heroism and achievements of people associated with them.

1.3.3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and the Declaration of Independence, and know the people and events associated with them.

2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy and military force.

4.0	The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.
	Students have a more complex understanding of the ways in which our country establishes symbols and icons in order to promote patriotic ideals and influence social and political systems. They can explain in depth how the United States creates order and structure in order to protect its citizens and interact with other nations.
3.0	Students meet the grade level target.
	Kindergarten Students can recognize and name national and state symbols and icons. ***First Grade*** Students identify holidays, symbols, and landmarks and explain the origin and significance of these. ***Second Grade*** Students can explain how our county creates structure and order to protect our citizenship and interact with other nations.

2.0	Students are approaching the grade level target
	☐ Students are able to identify some national symbols and icons and documents ☐ Students have a basic understanding of how rules and laws work in the United States ☐ Students have a basic understanding of how our county and other countries resolve problems and work together.
1.0	With assistance, students have partial success

Economics- Needs & Wants

K-2	**Critical Concept** Needs & Wants
We can analyze the actions of historical communities by the methods employed to address the needs and wants of their people.	
Standards Alignment K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. 2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force. 2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).	
4.0	The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.
	Students develop samples of complex relationships between the actions of communities and their identified needs and wants.
3.0	Students meet the grade level target.
	Kindergarten Students compare similarities and differences between the way that needs and wants are addressed in today's societies and how they were addressed in the past. ***First Grade*** Students provide evidence of specific examples of work that people do in order to meet the needs and wants of their society and how that work impacts their community. (Local, state, national, world focused) Students provide evidence specific examples of work that people do in the home to meet the needs and wants of their society and how that work impacts their community(Family focused). ***Second Grade*** Students connect how the needs and wants of different groups and/or nations can intertwine and affect each other, leading to forms of cooperation.

	Students assess how limitations can affect the needs and wants of a society.
2.0	Students are approaching the grade level target
	☐ Students identify needs and wants from past societies ☐ Students identify needs and wants from today's world ☐ Students identify the contributions of those that work in and out of the home ☐ Students identify needs and wants of differing societies during the same time frame ☐ Students identify ways that communities can work together ☐ Students identify various ways that resources can be limited
1.0	With assistance, students have partial success at completing Level 2 items

Economics- Producers & Consumers

<table>
<tr><td colspan="2">K-2
Critical Concept
Producers & Consumers

We can analyze the actions and decisions of historical communities based off of their methods of producing and consuming resources, goods, and services</td></tr>
<tr><td colspan="2">Standards Alignment

K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1.6.1 Understand the concept of exchange and the use of money to purchase goods and Services

2.4.1 . Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).</td></tr>
<tr><td>4.0</td><td>The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.</td></tr>
<tr><td></td><td>Students develop samples of complex relationships between the actions of communities and their identified needs and wants.</td></tr>
<tr><td>3.0</td><td>Students meet the grade level target.</td></tr>
<tr><td></td><td>Kindergarten

Students compare the similarities and differences between the way people produce and consume goods in the past and today

First Grade

Students summarize the way that money is used as a means to consume goods and services

Second Grade

Students compare the similarities and differences of food production and consumption of the past and today

Students connect the concepts of buying and selling with consuming and producing

Students describe how resource limitation can affect the production and</td></tr>
</table>

	consumption of goods
2.0	Students are approaching the grade level target
	☐ Students identify the ways that people produced and consumed goods in the past (particularly food for 2nd grade) ☐ Students identify the ways that people produced and consumed goods today (particularly food for 2nd grade) ☐ Students identify the connection between money and production/consumption ☐ Students identify the qualities of buying and selling ☐ Students identify limits to resources
1.0	With assistance, students have partial success at completing Level 2 items

Geography - Geographic Reasoning

K-2	**Geography Critical Concept** Geographic Reasoning
We use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Doing so helps us better understand the actions of people both in the past and in the present.	
Standards Alignment K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	
4.0	The student uses and demonstrates understanding of the essential learning event above the grade level band expectation.
	Students begin to think beyond physical location and start to make connections to the relationship between human action and location. They apply this understanding to their own communities.
3.0	Students meet the grade level target.
	Kindergarten Students construct maps and models of their communities that include important landmarks, and they describe the maps and models using basic geographic terms. ***First Grade*** Students analyze how location, weather, and physical environment impact people's lives including food, clothing, shelter, and transportation.. ***Second Grade*** Students demonstrate map skills by utilizing a letter-number grid system to locate specific features in their community. Students compare and contrast basic land use in urban, suburban, and rural environments.
2.0	Students are approaching the grade level target
	☐ Students use basic geographic terms appropriate for their grade level. ☐ Students can identify basic geographic features, such as local landmarks.

	☐ In second grade, students identify common geographic features in the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges
1.0	With assistance, students have partial success