

# Best Standards-Based Technology Integration Practices for 21st Century Classrooms

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## 21<sup>st</sup> CENTURY Kindergarten Social Studies Content Standards and Objectives

Kindergarten Social Studies is an introduction to the lives of interesting people in history, time sequence using historic events, geographic direction and economic choices. The Social Studies program continues the formal introduction of the social responsibility and collaboration skills learned in Pre-Kindergarten. Teachers emphasize the importance of following rules, respecting the rights of others, developing self-control, honesty, courage, justice and leadership. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-3 curriculum.

The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade K	Social Studies
Standard: 1	Citizenship
SS.S.K.01	Students will <ul style="list-style-type: none"><li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li><li>model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).</li><li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).</li><li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li><li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li></ul>

Performance Descriptors (SS.PD.K.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students performing at the distinguished level in citizenship summarize the relationships of honesty, courage, and patriotism. They justify the reasons for the Pledge of Allegiance, patriotic songs, and national holidays, and they are given opportunities to participate with each one. Students interpret the relationship of rules and consequences and demonstrate conflict resolution. They convince others to exhibit behaviors of sharing, performing chores, caring for belongings, and showing respect for others. They recommend ways they can volunteer their time and talents.	Kindergarten students performing at the above mastery level in citizenship classify examples of honesty, courage, and patriotism. They explain the purposes for the Pledge of Allegiance, patriotic songs, and national holidays and are given the opportunity to recite, sing, or celebrate each. Students examine the roles of rules, consequences, and conflict resolution. They compare behaviors of sharing, performing chores, caring for belongings, and showing respect for others as examples of citizenship. They research areas of volunteerism and choose an area of interest.	Kindergarten students performing at the mastery level in citizenship identify and illustrate examples of honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance, sing patriotic songs, and celebrate national holidays, discussing their significance. Students demonstrate the need for rules, consequences, and peaceful conflict resolution. They take turns and share, perform daily chores, care for personal belongings, and show respect for others. They give examples of volunteerism and explain why citizens contribute their time and talents.	Kindergarten students performing at the partial mastery level in citizenship define honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance, sing patriotic songs, and celebrate national holidays. They define rules, consequences, and conflict resolution. They share, perform weekly chores, and care for personal belongings. They define volunteerism and relate how citizens contribute time.	Kindergarten students performing at the novice level in citizenship identify honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance. They match rules and consequences and identify examples of peaceful conflict resolution. They take care of personal belongings. They identify examples of volunteerism.
Objectives	Students will			
SS.O.K.01.01	demonstrate an understanding that a good citizen takes turns and shares, takes responsibility for doing daily chores, cares for personal belongings and shows respect for what belongs to others.			
SS.O.K.01.02	identify and illustrate examples of honesty, courage, and patriotism.			
SS.O.K.01.03	identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.			
SS.O.K.01.04	be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays, and discuss their significance.			
SS.O.K.01.05	give examples and explain why citizens voluntarily contribute their time and talents to the community.			

<b>Grade K</b>	<b>Social Studies</b>			
<b>Standard: 2</b>	<b>Civics/Government</b>			
SS.S.K.02	Students will <ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>			
<b>Performance Descriptors (SS.PD.K.2)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Kindergarten students performing at the distinguished level in civics compare and contrast roles of authority figures. They apply the classroom rules to other situations. They explain the importance of traditional patriotic symbols and give examples.	Kindergarten students performing at the above mastery level in civics categorize the roles of authority figures in their daily lives. They model behavior in accordance with the classroom rules they have developed. They discuss the importance of traditional patriotic symbols.	Kindergarten students performing at the mastery level in civics give examples of authority figures and their roles in our daily lives. They explain the importance of rules and participate in developing rules. They identify traditional patriotic symbols and are given the opportunity to participate in patriotic activities.	Kindergarten students performing at the partial mastery level in civics give examples of authority figures. They explain the importance of classroom rules. They match patriotic symbols with assistance.	Kindergarten students performing at the novice level in civics identify authority figures and classroom rules. They identify patriotic symbols with assistance.
<b>Objectives</b>	<b>Students will</b>			
SS.O.K.02.01	explain why rules are important and participate in developing rules.			
SS.O.K.02.02	give examples of authority figures in the home, school and community, and recognize their roles in our daily lives.			
SS.O.K.02.03	identify traditional patriotic symbols such as state and national flags and be given the opportunity to participate in patriotic activities such as standing for the National Anthem.			
<b>Grade K</b>	<b>Social Studies</b>			
<b>Standard: 3</b>	<b>Economics</b>			
SS.S.K.03	Students will <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>			

Performance Descriptors (SS.PD.K.03)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students performing at the distinguished level in economics categorize the basic needs of people and differentiate between needs and wants. They evaluate the occupations in the local community and categorize those services and goods that are provided by the government. They prioritize goods, estimating their monetary cost, and model a savings program.	Kindergarten students performing at the above mastery level in economics prioritize the basic needs of people and differentiate between needs and wants. They research the occupations in the local community and list those services and goods that are provided by the government. They model the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the mastery level in economics discuss the basic needs of people and differentiate between needs and wants. They give examples of the occupations in the local community and recognize that government provides some services and goods. They demonstrate the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the partial mastery level in economics discuss the basic needs and wants of people. They discuss various occupations in the local community and understand the difference between services and goods. They understand the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the novice level in economics recognize that people have basic needs and wants. They identify various occupations in the local community and discuss the concepts of services and goods. They discuss the concepts of exchanging money for goods and services and of saving for the future.
<b>Objectives</b>	<b>Students will</b>			
SS.O.K.03.01	give examples of occupations within the local community.			
SS.O.K.03.02	discuss the basic needs of people (shelter, food, and clothing) and give examples of each.			
SS.O.K.03.03	discuss and give examples of economic concepts: <ul style="list-style-type: none"> <li>• needs and wants</li> <li>• exchange of money for goods and services</li> <li>• saving for the future</li> </ul>			
SS.O.K.03.04	recognize that some goods and services are provided by the government (schools, parks, police and fire departments).			
Grade K	Social Studies			
Standard: 4	Geography			
SS.S.G.04	Students will <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>			

Performance Descriptors (SS.PD.K.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students performing at the distinguished level in geography use designated locations of land masses and bodies of water to distinguish relationships to other landmasses and bodies of water found on a globe. Students give examples of community symbols in their area, and use map symbols to locate areas on a map. Students compile a list of the kinds of weather likely to occur for each season. When given examples of urban or rural life in their state or community, students explain why each example is an urban or rural area.	Kindergarten students performing at the above mastery level in geography select land masses or bodies of water on a map that are close to each other and explain their relationship demonstrating knowledge of personal directions to locate their positions. Students give examples and explain the need for community and map symbols. Students give an example of a type of weather that occurs in each season and explain why it is likely to occur. They justify why their community or city is an urban or a rural area.	Kindergarten students performing at the mastery level in geography locate bodies of water and landmasses on a globe or map. Students identify community symbols and map symbols and demonstrate the knowledge of left/right, up/down, near/far, and above/under using locations on a map or picture. Students compare and contrast the characteristics of the seasons and describe the characteristics of different types of weather. They compare and contrast characteristics of city and country life.	Kindergarten students performing at the partial mastery level in geography can locate North and South America and the Pacific and Atlantic Ocean on a globe or map. They recognize personal directions by using their body or location in a room. Students match the characteristics of a season or type of weather with its name. Students give an example of cities and rural communities in their area.	Kindergarten students performing at the novice level in geography locate North America as a land mass on which they live, and they locate the Atlantic Ocean as the closest body of water to them. Students identify left/right and up/down. Students list the seasons and identify rain and snow. They give the name of the city or community in which they live.
Objectives	Students will			
SS.O.K.04.01	locate bodies of water and land masses using a globe or a map.			
SS.O.K.04.02	demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.			
SS.O.K.04.03	identify community symbols (e.g., traffic signs, traffic lights, street and highway markers) and map symbols (e.g., legend references to land, water, roads and cities) and explain what each one means.			
SS.O.K.04.04	compare and contrast the characteristics of weather and human adaptation: <ul style="list-style-type: none"> <li>• four seasons</li> <li>• types of weather</li> <li>• types of clothing</li> </ul>			
SS.O.K.04.05	compare and contrast characteristics of life in the city (urban) and the country (rural).			

Grade K	Social Studies			
Standard: 5	History			
SS.S.K.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>			
<b>Performance Descriptors (SS.PD.K.05)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Kindergarten students performing at the distinguished level in history contrast and compare characteristics of communities and families and interpret data as it relates to the students' lives. They categorize the differences in other people, times, and cultures. They reconstruct the past through literature, art, customs, and songs. They match different sources of information that are used to answer specific questions. They examine and associate the culture of Native Americans to their own.	Kindergarten students performing at the above mastery level in history classify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They discriminate between the differences in other people, times, and cultures. They relate the past through literature, art, customs, and songs. They differentiate between the different sources of information that are used to answer questions. They recognize characteristics of the culture of Native Americans.	Kindergarten students performing at the mastery level in history identify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They recognize differences in other people, times, and cultures. They research the past through literature, art, customs, and songs. They identify sources of information to answer questions. They discuss the culture of Native Americans.	Kindergarten students performing at the partial mastery level in history discuss the characteristics of communities and families and sequence data as it relates to the students' lives. They describe differences in other people, times, and cultures. They discover the past through literature, art, customs, and songs. They recognize sources of information to answer questions. They understand the concept of "culture" and relate this concept to Native Americans through art and song.	Kindergarten students performing at the novice level in history describe the characteristics of communities and families and recognize that data relates to the students' lives. They discuss differences in other people, times, and cultures. They describe the past through literature, art, customs, and songs. They understand that there are different sources that are used to answer questions. They learn about Native Americans through art and song.
<b>Objectives</b>	<b>Students will</b>			
SS.O.K.05.01	collect data and sequence time, places, people and events as they relate to the student's own life.			
SS.O.K.05.02	identify sources of information to answer questions.			
SS.O.K.05.03	research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends and explain the differences in other people, time and cultures.			
SS.O.K.05.04	identify characteristics of communities, families, and family life.			