

Social Studies Kindergarten

Interactions and Interdependence (IN)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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

Social Studies Kindergarten

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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				

Social Studies Kindergarten

Dynamic Relationships (DR)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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

Social Studies Kindergarten

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.	<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.

Comments

Social Studies Kindergarten

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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.	<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				

Social Studies Kindergarten

Power and Authority (PA)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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				

Social Studies Kindergarten

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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				

Social Studies Kindergarten

Resources and Wealth (RW)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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				

Social Studies Kindergarten

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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				