Vermont History & Social Sciences

Grade Pre-K

Adopted 2004

Inquiry

Social and Historical Questioning

H&SS1. Students initiate an inquiry by… H&SS1

H&SSPK-K:1. Developing a question by completing prompts, "I wonder…?", "Why…?", "How is this like…?". H&SSPK-K:1

Hypothesis/Research Statement

H&SS2. Students develop a hypothesis, thesis, or research statement by… H&SS2

H&SSPK-K:2. Sharing ideas about possible answers to questions (e.g., What might we see on a field trip to a factory?). H&SSPK-K:2

Research Plan

H&SS3. Students design research by… H&SS3

H&SSPK-K:3. Identifying resources for finding answers to their questions (e.g., books, videos, and people). H&SSPK-K:3

H&SSPK-K:3. Explaining what their jobs will be during an inquiry investigation (e.g., drawing pictures after a field trip). H&SSPK-K:3

H&SSPK-K:3. Identifying ways they will show what they have learned. H&SSPK-K:3

Conducting Research

H&SS4. Students conduct research by… H&SS4

H&SSPK-K:4. Following directions to complete an inquiry.
Asking questions and observing during the investigation process.
Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table). H&SSPK-K:4

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H&SS5. Students develop reasonable explanations that support the research statement by… H&SS5

H&SSPK-K:5. Organizing and displaying information (e.g., pictograph, bar graph, chart, building blocks).
Analyzing evidence (e.g., sorting objects, justifying groupings, role playing). H&SSPK-K:5

H&SS9-10:5. Organizing and displaying information in a manner appropriate to the research statement through maps, graphs, charts, tables, narratives, timelines, models, simulations, or dramatizations (e.g., creating a line graph from tabular data in order to convey economic trends). Determining the validity and reliability of the document or information in relation to an analysis of the hypothesis (e.g., "How good is my hypothesis based on the reliable information I've gathered?"). Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, inferring, deducing, and/or justifying. Revising explanation as necessary based on personal reflection, peer critique, expert opinion, etc. H&SS9-10:5

H&SS6. Students make connections to research by… H&SS6

H&SSPK-K:6. Discussing if their findings answered their research question.
Proposing solutions to problems and asking other questions. H&SSPK-K:6

H&SS7. Students communicate findings by… H&SS7

H&SSPK-K:7. Speaking, using pictures (e.g., sharing ideas or artifacts with classmates) or writing a story or letter by dictating ideas to a teacher. H&SSPK-K:7

History

H&SS8. Students connect the past with the present by… H&SS8

H&SSPK-K:8. Recognizing objects from long ago and today (e.g., a slate was used long ago and a computer is used today). H&SSPK-K:8

H&SSPK-K:8. Describing ways that family life has both changed and stayed the same over time (e.g., chores in the past vs. chores today). H&SSPK-K:8

H&SSPK-K:8. Identifying how events and people have shaped their families (e.g., How does life change when one starts school?). H&SSPK-K:8

H&SS9. Students show understanding of how humans interpret history by… H&SS9

H&SSPK-K:9. Collecting information about the past by interviewing a parent or grandparent for family or personal history. H&SSPK-K:9

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H&SSPK-K:9. Differentiating among fact, opinion, and interpretation when sharing stories or retelling events, especially those that relate to family and friends. H&SSPK-K:9

H&SS10. Students show understanding of past, present and future time by... H&SS10

H&SSPK-K:10. Placing events from their lives in their correct sequence. H&SSPK-K:10

H&SSPK-K:10. Constructing a time line of events in their own lives. H&SSPK-K:10

H&SSPK-K:10. Differentiating between broad categories of historical time (e.g., long, long ago; yesterday, today, tomorrow; past, present, and future). H&SSPK-K:10

H&SSPK-K:10. Identifying an important event in their lives. H&SSPK-K:10

Physical and Cultural Geography

H&SS11. Students interpret geography and solve geographic problems by... H&SS11

H&SSPK-K:11. Verbalizing their names and addresses. H&SSPK-K:11

H&SSPK-K:11. Recognizing that neighborhood spaces are defined by boundaries – yard, playground, sidewalk, roads. H&SSPK-K:11

H&SSPK-K:11. Describing or identifying a map or globe. H&SSPK-K:11

H&SSPK-K:11. Using vocabulary which defines location in space (e.g. near, far, above, below). H&SSPK-K:11

H&SSPK-K:11. Using a simple map to find something. H&SSPK-K:11

H&SS12. Students show understanding of human interaction with the environment over time by... H&SS12

H&SSPK-K:12. Identifying ways in which they take care of or hurt the environment (e.g., recycling vs. littering, planting trees and flowers). H&SSPK-K:12

H&SSPK-K:12. Identifying ways in which they adapt to their physical environment (e.g., dressing for seasonal weather, outdoor play opportunities). H&SSPK-K:12

H&SS13. Students analyze how and why cultures continue and change over time by... H&SS13

H&SSPK-K:13. Identifying ways culture is expressed in their families (e.g., celebrations, food, and traditions). H&SSPK-K:13

H&SSPK-K:13. Understanding and appreciating that he or she is alike and different from other people in many different ways (e.g., personal physical characteristics, likes and dislikes). H&SSPK-K:13

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SS14. Students act as citizens by... H&SS14

H&SSPK-K:14. Identifying various groups that they belong to (e.g., I'm a part of a family, I'm a part of a class, I'm a part of a school, etc.). H&SSPK-K:14

H&SSPK-K:14. Demonstrating positive interaction with group members (e.g., sharing play space). H&SSPK-K:14

H&SSPK-K:14. Contributing to the life of the class and the school. H&SSPK-K:14

H&SS15. Students show understanding of various forms of government by... H&SS15

H&SSPK-K:15. Identifying the need for rules in a variety of settings, and demonstrating appropriate behavior in a variety of settings (e.g., classroom, playground, field trip). H&SSPK-K:15

H&SSPK-K:15. Explaining that rules are established for the benefit of individuals and groups. H&SSPK-K:15

H&SSPK-K:15. Identifying authority figures who make, apply, and enforce rules (e.g., at home, in the family, school personnel, police, firefighters, etc.), and how these people help to meet the needs of the people in the community. H&SSPK-K:15

H&SS16. Students examine how different societies address issues of human interdependence by... H&SS16

H&SSPK-K:16. Practicing communication skills with individuals and groups. H&SSPK-K:16

H&SSPK-K:16. Identifying feelings that might lead to conflict (e.g., what happens when two people want the same thing?). H&SSPK-K:16

H&SS17. Students examine how access to various institutions affects justice, reward, and power by... H&SS17

H&SSPK-K:17. Naming various social, economic, and governmental institutions in their community (e.g., schools, churches, post office, grocery store, etc.). H&SSPK-K:17

Economics

H&SS18. Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by... H&SS18

H&SSPK-K:18. Participating in activities as a buyer or seller (e.g., bake sale, school store, etc.). H&SSPK-K:18

H&SSPK-K:18. Identifying economic activities that use resources in the local region (e.g., farmers' markets). H&SSPK-K:18

H&SSPK-K:18. Identifying jobs people do in the home and school. H&SSPK-K:18

H&SS19. Students show understanding of the interconnectedness between government and the economy by... H&SS19

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H&SSPK-K:19. Describing ways in which people exchange money for goods. H&SSPK-K:19

H&SS20. Students make economic decisions as a consumer, producer, saver, investor, and citizen by… H&SS20

H&SSPK-K:20. Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets). H&SSPK-K:20

H&SSPK-K:20. Explaining why people earn, spend, and save. H&SSPK-K:20