



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

KINDERGARTEN



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Kindergarten Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

Kindergarten Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
History	
<p>K.H.1: Compare children and families of today with those from the past.</p> <ul style="list-style-type: none"> ● Examples: Compare clothing, houses, and other objects. 	<p>K.H.1a: Identify children and families' clothing and houses as current or from the past.</p>
<p>K.H.2: Identify ways by which people, heritage, and events are commemorated and recognized. (E)</p> <ul style="list-style-type: none"> ● Examples: George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, birthdays. 	<p>K.H.2a: Identify ways by which people and events are commemorated and recognized. (E)</p> <ul style="list-style-type: none"> ● Examples: George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; Martin Luther King, Jr., July 4th, Grandparents' Day
<p>K.H.3: Identify events and place events in a sequence. (E)</p> <ul style="list-style-type: none"> ● Examples: Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order. 	<p>K.H.3a: Identify three events and place events in a sequence. (E)</p> <ul style="list-style-type: none"> ● Examples: Identify events in the school day as first, next, last.
<p>K.H.4: Explain that calendars are used to represent the days of the week and months of the year. (E)</p> <ul style="list-style-type: none"> ● Examples: Use a calendar to identify days of the week using school activities and birthdays. 	<p>K.H.4a: Identify the day or month on a classroom calendar. (E)</p> <ul style="list-style-type: none"> ● Examples: Use a calendar to identify days of the week using school activities and birthdays.

Civics and Government

<p>K.C.1: Give examples of classroom and school rules, and explain the importance of following these rules to ensure order and safety. (E)</p>	<p>K.C.1a: Give an example of a classroom or school rule and identify why it is important. (E)</p>
<p>K.C.2: Give examples of how to be a responsible family member and member of a group.</p> <ul style="list-style-type: none"> ● Examples: respecting the property and rights of others, being honest and truthful, respecting authority. 	<p>K.C.2a: Identify and give an example of a way to be a responsible family member or group member.</p> <ul style="list-style-type: none"> ● Examples: put away toys, feed pets, set the table.

Geography

<p>K.G.1: Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between. (E)</p> <ul style="list-style-type: none"> ● Examples: Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks. 	<p>K.G.1a: Use words related to location, direction, and distance, including over/under, above/below, and between. (E)</p> <ul style="list-style-type: none"> ● Examples: Give and follow simple navigational directions such as place the clock in the classroom above the bulletin board or place the crayon under your desk.
<p>K.G.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.</p>	<p>K.G.2a: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.</p>
<p>K.G.3: Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.</p> <ul style="list-style-type: none"> ● Examples: Cafeteria, library, office, restrooms, gym, fire station. 	<p>K.G.3a: Locate places in the school using words such as left/right, and next to, and between.</p> <ul style="list-style-type: none"> ● Examples: where the library is relative to the cafeteria, where the restroom is relative to the classroom.
<p>K.G.4: Identify and describe the address and location of the school; understand the importance of an address.</p>	<p>K.G.4a: Identify places in the school using words such as left, right, next to, and between.</p> <ul style="list-style-type: none"> ● Examples: where the school is in relationship to other notable buildings or locations.

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<p>K.G.5: Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p> <ul style="list-style-type: none"> ● Examples: Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage. 	<p>K.G.5a: Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p> <ul style="list-style-type: none"> ● Examples: Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.
<p>Economics</p>	
<p>K.E.1: Explain that people work to earn money to buy the things they want.</p>	<p>K.E.1a: Explain that people work to earn money to buy the things they want.</p>
<p>K.E.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E)</p> <ul style="list-style-type: none"> ● Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs. 	<p>K.E.2a: Identify different kinds of jobs that people do and the tools or equipment used in these jobs. (E)</p> <ul style="list-style-type: none"> ● Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.
<p>K.E.3: Explain why people in a community choose different jobs.</p> <ul style="list-style-type: none"> ● Examples: People may have different types of jobs because they like doing different things or because they are more skilled at doing one particular type of job. 	<p>K.E.3a: Explain why people in a community choose different jobs.</p> <ul style="list-style-type: none"> ● Examples: People may have different types of jobs because they like doing different things or because they are more skilled at doing one particular type of job.