



inquirED

Kindergarten Scope and Sequence

Topic: Navigating School

Inquiry Question: How can we make school a great place for everyone?

Description: This unit helps students develop a strong foundation from which to understand their own role in school and how they can make choices that will make school a great place for themselves and those around them.

Standards Covered:

Civics: Processes, Rules, and Laws

- D2.Civ.11.K-2: Explain how people can work together to make decisions in the classroom

Geography: Spatial Views of the World

- D2.Geo.1.K-2: Construct maps, graphs, and other representations of familiar places
- D2.Geo.3.K-2: Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places

History: Historical Sources and Evidence

- D2.His.10.K-2: Explain how historical sources can be used to study the past
- D2.His.12.K-2: Generate questions about a particular historical source as it relates to a particular historical event or development
- D2.His.9.K-2: Identify different kinds of historical sources

Topic: My Team and Self

Inquiry Question: How can we unite to build a powerful class community?

Description: This unit helps explore elements to help students recognize how they can contribute to their class community and their own learning. They explore how they can work together to accomplish amazing things.

Standards Covered:

Civics: Processes Rules and Laws

- D2.Civ.11.K-2: Explain how people can work together to make decisions in the classroom

History: Causation and Argumentation

- D2.His.14.K-2: Generate possible reasons for an event or development in the past
- D2.His.16.K-2: Select which reasons might be more likely than others to explain a historical event or development

History: Historical Sources and Evidence

- D2.His.10.K-2: Explain how historical sources can be used to study the past
- D2.His.11.K-2: Identify the maker, date, and origin for a historical source from information within the source itself
- D2.His.12.K-2: Generate questions about a particular historical source as it relates to a particular historical event or development
- D2.His.9.K-2: Identify different kinds of historical sources

History: Perspectives

- D2.His.6.K-2: Compare different accounts of the same historical event

Topic: Past, Present, and Future

Inquiry Question: How can we use wisdom from the past to build a better future?

Description: This unit explores the essential elements of time and memory, prompting students to discover and share the stories and memories that have helped them learn and grow.

Standards Covered:

Civics: Processes, Rules, and Laws

- D2.Civ.11.K-2: Explain how people can work together to make decisions in the classroom

History: Causation and Argumentation

- D2.His.14.K-2: Generate possible reasons for an event or development in the past
- D2.His.16.K-2: Select which reasons might be more likely than others to explain a historical event or development

History: Change, Continuity, and Context

- D2.His.1.K-2: Create a chronological sequence of multiple events
- D2.His.2.K-2: Compare life in the past to life today
- D2.His.3.K-2: Generate questions about individuals and groups who have shaped a significant historical change

History: Historical Sources and Evidence

- D2.His.10.K-2: Explain how historical sources can be used to study the past
- D2.His.11.K-2: Identify the maker, date, and origin for a historical source from information within the source itself
- D2.His.12.K-2: Generate questions about a particular historical source as it relates to a particular historical event or development
- D2.His.9.K-2: Identify different kinds of historical sources

History: Perspectives

- D2.His.6.K-2: Compare different accounts of the same historical event