

Kindergarten Ohio Social Studies Explorers



HQIM Analysis Report

Program Reviewed: Ohio Social Studies Explorers, Kindergarten

Evidence Reviewed: Unit 1–4 overviews, Unit 1–4 storylines,

Kindergarten Implementation Teacher Guide, Ohio Social Studies HQIM Rubric (April 2025)

NOTE: This analysis report was generated by providing ChatGPT with the unit overviews and storylines for all four units, along with the Implementation Guide. The prompt asked ChatGPT to provide an analysis of the curriculum based on the uploaded documents using Ohio’s Social Studies HQIM rubric.

Below is the **same HQIM analysis report format** you received for Grades K–5—now completed for **Kindergarten**, using the **Ohio Social Studies HQIM Rubric (April 2025)** and your **uploaded Kindergarten unit overviews, storylines, and implementation guide** .

Overall Rating: MEETS EXPECTATIONS

Gateway	Criteria	Max Points	Score	Rating
Gateway 1: Alignment	1.1 + 1.2	10	10	Meets
Gateway 2: Instructional Support	2.1 + 2.2 + 2.3	28	26–27	Meets
Overall	All criteria	38	36–37	Meets Expectations

Summary: Kindergarten materials are developmentally strong and HQIM-aligned: they build foundational chronological thinking and personal history (Unit 1), social responsibility and early economics (Unit 2), spatial thinking/maps and human–environment interaction (Unit 3), and national symbols/heritage/cultural diversity (Unit 4). The implementation guide explicitly emphasizes flexible pacing, repeated routines, and short cycles of practice—an important “HQIM fit” for Kindergarten.

Gateway 1: Alignment (10/10) — MEETS

Criterion 1.1: Alignment to Learning Standards (4/4) — Meets

What the rubric looks for: grade-level standards present, coherent sequencing, accurate content, appropriate rigor.

Evidence from Kindergarten materials

- **Full coverage and explicit identification of Kindergarten content statements** across Units 1–4:
 - **Unit 1: My Place in Time** (CS 1–2): time can be measured; personal history shared through stories and pictures; sequencing and time words
 - **Unit 2: Working Together** (CS 9–12): responsibilities/common goals; rules/authority figures; wants/decisions and impact on others; goods and services
 - **Unit 3: Maps and Our World** (CS 5–7): direction/distance terms; maps/models represent places; humans depend on and impact environment for needs
 - **Unit 4: Celebrating Cultures** (CS 3–4): heritage reflected through diverse cultures; U.S. symbols/practices and recognizing other nations' symbols/practices
- The Kindergarten implementation guide provides a clear **year-at-a-glance** that supports coherent sequencing and pacing (4–5 weeks per unit), reinforcing the intended yearlong progression.

Score rationale: Explicit standards coverage + coherent year-long sequence appropriate for Kindergarten learners.

Criterion 1.1b: Primary/Secondary Sources + Variety of Mediums/Complexity (2/2) — Meets

In Kindergarten, evidence and sources must be concrete and accessible. The materials do this well:

- Unit 1 emphasizes **stories and pictures as evidence** of personal history and uses routines and visuals to make time measurable and discussable.
- Storylines show consistent use of **videos, read-alouds, charts, sorting activities, drawings, and movement-based routines** (e.g., past/present/future sorting; rules charts; positional word activities; patriotism drawings).
- Unit 4 provides explicit content about symbols and practices (flag, pledge, anthem) and introduces flags/symbols of other countries, supporting visual and comparative learning.

Criterion 1.2: Social Studies Practices & Disciplinary Literacy (6/6) — MEETS

1.2a Inquiry-based instruction (2/2) — Meets

The storylines demonstrate inquiry cycles that fit Kindergarten development:

- Unit 1: Engage with examples of past/present/future → sort events → extend to yesterday/today/tomorrow and sequencing routines
- Unit 2: responsibilities → common goals → rules/authority figures → wants/decisions → goods/services (a clear conceptual build)
The implementation guide explicitly recommends repeated routines and short cycles of practice—appropriate for inquiry learning at this grade level.

1.2b Disciplinary literacy across early history/geography/civics/econ (2/2) — Meets

Kindergarten disciplinary literacy is age-appropriate but still authentic:

- **History/time:** chronological vocabulary and sequencing; stories/pictures as evidence
- **Geography:** direction/distance terms; maps/models represent places; landmarks and simple map-making
- **Civics:** responsibilities and rules for order/safety; authority figures; working toward common goals
- **Economics:** wants/decisions and impacts; goods and services as ways to satisfy wants

1.2c Discourse + perspectives + credibility (2/2) — Meets

For Kindergarten, “multiple perspectives/discourse” is met through structured talk, listening/responding to others, and respectful community routines:

- Unit 1 explicitly supports listening and responding to others’ stories.
- Unit 4 builds respect for national practices and extends understanding that **other nations have symbols and traditions too**, supporting early perspective-taking.
- Storylines include frequent discussion/debrief and share-outs as routine practice.

Gateway 1 Total: 10/10 — MEETS

Gateway 2: Instructional Support (26–27/28) — MEETS

Criterion 2.1: Assessment (5–6/6) — Meets

Strengths

Kindergarten assessments are appropriately performance-based and embedded:

- sorting and classification tasks (past/present/future; rules; positional words)
 - drawing and explanation products (e.g., “My Patriotism Pledge” illustration)
 - simple map tasks and “maps represent places” demonstrations
- The implementation guide’s assessment guidance reinforces that students demonstrate understanding through **explanation, sorting, storytelling, drawing, and application**, which matches HQIM expectations for early grades.

Potential “strict reviewer” point deduction

Some adoption committees award the final point when a curriculum includes a single centralized assessment page that names:

- what assessment artifacts look like (examples/exemplars), and
 - accommodations guidance for assessments (without changing expectations).
- Your assessments are strong; centralizing these details increases “review-proofness.”
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Criterion 2.2: Student Supports (10/10) — Meets

- Developmentally appropriate supports are explicitly called out: repeated routines, visuals, movement, and short practice cycles.
 - Strong multimodal access: read-alouds, videos, hands-on activities, drawings, sorting, role-play/scenarios, and discussion.
 - Clear conceptual scaffolding from personal experience outward (self/time → group roles/rules → maps/environment → culture/symbols).
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Criterion 2.3: Teacher Supports (11/12) — Meets

Strengths

- The implementation guide provides pacing, conceptual “why” and “how,” and emphasizes practices that matter for Kindergarten instruction (flexibility, repetition, visuals, movement, short cycles).
- Unit overviews include teacher background information and content elaboration language, supporting accurate instruction and anticipating misconceptions (especially visible in Unit 3’s teacher background around spatial misconceptions and map thinking).
- Storylines provide time, materials, vocabulary, and student outcomes for day-to-day planning.

Why not a full 12

As with other grades, committees often want a single, centralized section compiling:

- differentiation/accommodations toolkit (EL/IEP/advanced learners), and
 - repeatable protocols for discussion and checks for understanding (even if embedded across lessons).
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Gateway 2 Total: 26–27/28 — MEETS

Final Rating: MEETS EXPECTATIONS (36–37/38)

Biggest strengths

1. **Excellent developmental fit:** concrete routines, visuals, movement, repeated practice, and flexible pacing guidance.
2. **Strong coherence** from personal history and classroom life to maps/environment and cultural understanding.
3. **Clear teacher usability** through unit overviews + storylines + implementation guide structure.