

## Kindergarten Common Core Standards Math

| <b>Counting and Cardinality (CC)</b>  |
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| <i>Know number names and the count sequence.</i>  |
| <b>K.CC.1</b> Count to 100 by ones and by tens.   |
| <b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  |
| <b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)   |
| <i>Count to tell the number of objects.</i>   |
| <b>K.CC.4</b> Understand the relationship between numbers and quantities: connect counting to cardinality. <ul style="list-style-type: none"> <li>• <b>K.CC.4a</b> When counting objects, say the names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>• <b>K.CC.4b</b> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>• <b>K.CC.4c</b> Understand that each successive number name refers to a quantity that is one larger.</li> </ul> |
| <b>K.CC.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many things.  |
| <i>Compare Numbers</i>  |
| <b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.  |
| <b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.   |
| <b>Operations and Algebraic Thinking (OA)</b>   |
| <i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>   |
| <b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.   |
| <b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  |
| <b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).  |
| <b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.   |
| <b>K.OA.5</b> Fluently add and subtract within 5.   |
| <b>Numbers and Operations in Base Ten (NBT)</b>   |
| <i>Work with numbers 11-19 to gain foundations for place value.</i>   |
| <b>K.NBT. 1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.   |
| <b>Measurement and Data (MD)</b>  |
| <i>Describe and compare measurable attributes.</i>  |
| <b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.   |
| <b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has "more   |

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| of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>  |
| <b><i>Classify objects and count the number of objects in each category.</i></b>  |
| <b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.   |
| <b>Geometry (G)</b>   |
| <b><i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)</i></b>   |
| <b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>   |
| <b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.  |
| <b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").  |
| <b><i>Analyze, compare, create, and compose shapes.</i></b>   |
| <b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). |
| <b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawings shapes.  |
| <b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>  |

## Kindergarten Common Core Reading Standards

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| <b>Reading Standards for Literature (RL)</b>   |
| <b><i>Key Ideas and Details</i></b>  |
| <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.  |
| <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.  |
| <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.  |
| <b><i>Craft and Structure</i></b>  |
| <b>RL.K.4</b> Ask and answer questions about unknown words in a text.  |
| <b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).   |
| <b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in the telling the story.   |
| <b><i>Integration of Knowledge and Ideas</i></b>   |
| <b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| <b>RL.K.8</b> (Not applicable to literature)   |
| <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |
| <b><i>Range of Reading and Level of Text Complexity</i></b>  |
| <b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.   |
| <b>Reading Standards for Informational Text (RI)</b>   |
| <b><i>Key Ideas and Details</i></b>  |
| <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  |
| <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  |
| <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of   |

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| information in a text.  |
| <b><i>Craft and Structure</i></b>   |
| <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.   |
| <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.   |
| <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   |
| <b><i>Integration of Knowledge and Ideas</i></b>  |
| <b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).   |
| <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.   |
| <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   |
| <b>Range of Reading and Level of Text Complexity</b>  |
| <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.  |
| <b>Reading Standards: Foundational Skills (RF)</b>  |
| <b><i>Print Concepts</i></b>  |
| <b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.  |
| <ul style="list-style-type: none"> <li>• <b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</li> <li>• <b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• <b>RF.K.1c</b> Understand that words are separated by spaces in print.</li> <li>• <b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>   |
| <b><i>Phonological Awareness</i></b>  |
| <b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| <ul style="list-style-type: none"> <li>• <b>RF.K.2a</b> Recognize and produce rhyming words.</li> <li>• <b>RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• <b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• <b>RF.K.2d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>• <b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |
| <b><i>Phonics and Word Recognition</i></b>  |
| <b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  |
| <ul style="list-style-type: none"> <li>• <b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>• <b>RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• <b>RF.K.3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>• <b>RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</li> </ul>   |
| <b><i>Fluency</i></b>   |
| <b>RF.1.4</b> Read emergent-reader texts with purpose and understanding.  |
| <b>Writing Standards (W)</b>  |
| <b><i>Text Types and Purposes</i></b>   |
| <b>W.K.1</b> Use a combination of drawing, dictation, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).  |
| <b>W.K.2</b> Use a combination of drawing, dictation, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |

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| <b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.   |
| <b><i>Production and Distribution of Writing</i></b>  |
| <b>W.K.4</b> (Begins in grade 3)  |
| <b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  |
| <b>W.K.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| <b><i>Research to Build and Present Knowledge</i></b>   |
| <b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express feelings about them)   |
| <b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |
| <b>W.K.9</b> (Begins in grade 4)  |
| <b><i>Range of Writing</i></b>  |
| <b>W.K.10</b> (Begins in grade 3)   |
| <b>Speaking and Listening Standards (SL)</b>  |
| <b><i>Comprehension and Collaboration</i></b>   |
| <b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>• <b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• <b>SL.K.1b</b> Continue a conversation through multiple exchanges.</li> </ul>   |
| <b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requested clarification if something is not understood.   |
| <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   |
| <b><i>Presentation of Knowledge and Ideas</i></b>   |
| <b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  |
| <b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.  |
| <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.  |
| <b>Language Standards (L)</b>   |
| <b><i>Conventions of Standard English</i></b>   |
| <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• <b>L.K.1a</b> Print many upper- and lowercase letters.</li> <li>• <b>L.K.1b</b> Use frequently occurring nouns and verbs.</li> <li>• <b>L.K.1c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>• <b>L.K.1d</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• <b>L.K.1e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> </ul> |
| <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• <b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun I.</li> <li>• <b>L.K.2b</b> Recognize and name end punctuation.</li> <li>• <b>L.K.2c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• <b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>  |

***Knowledge of Language***

**L.K.3** (Begins in grade 2)

***Vocabulary Acquisition and Use***

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**L.K.4a** Identify new meanings for familiar words and apply them accurately (e.g., knowing ducks is a bird and learning the verb to duck).

**L.K.4b** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

**L.K.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- **L.K.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **L.K.5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **L.K.5c** Identify real-life connections between words and their uses (e.g., note places at school that are colorful).
- **L.K.5d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to and responding to texts.

## **Kindergarten Science Standards**

### **Kindergarten: Embedded Inquiry**

#### **Conceptual Strand**

*Understandings about scientific inquiry and the ability to conduct inquiry are essential for living in the 21st century.*

#### **Guiding Question**

*What tools, skills, knowledge, and dispositions are needed to conduct scientific inquiry?*

**GLE 0007.Inq.1** Observe the world of familiar objects using the senses and tools.

**GLE 0007.Inq.2** Ask questions, make logical predictions, plan investigations, and represent data.

**GLE 0007.Inq.3** Explain the data from an investigation.

- ✓ **0007.Inq.1** Use senses and simple tools to make observations.
- ✓ **0007.Inq.2** Communicate interest in simple phenomena and plan for simple investigations.
- ✓ **0007.Inq.3** Communicate understanding of simple data using age-appropriate vocabulary.
- ✓ **0007.Inq.4** Collect, discuss, and communicate findings from a variety of investigations.

### **Kindergarten: Embedded Technology & Engineering**

#### **Conceptual Strand**

*Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.*

#### **Guiding Question**

*How do science concepts, engineering skills, and applications of technology improve the quality of life?*

**GLE 0007.T/E.1** Recognize that both natural materials and human-made tools have specific characteristics that determine their use.

**GLE 0007.T/E.2** Apply engineering design and creative thinking to solve practical problems.

- ✓ **0007.T/E.1** Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.
- ✓ **0007.T/E.2** Invent designs for simple products.
- ✓ **0007.T/E.3** Use tools to measure materials and construct simple products.

### **Kindergarten: Standard 1 - Cells**

#### **Conceptual Strand 1**

*All living things are made of cells that perform functions necessary for life.*

#### **Guiding Question 1**

*How are plant and animals cells organized to carry on the processes of life?*

**GLE 0007.1.1** Recognize that many things are made of parts.

- ✓ **0007.1.1** Use puzzles to determine that there are many parts that make up a whole.
- ✓ **0007.1.2** Use building blocks to create a whole from the parts.
- ✓ **0007.1.3** Take apart an object and describe how the parts work together.

### **Kindergarten: Standard 2 - Interdependence**

#### **Conceptual Strand 2**

*All life is interdependent and interacts with the environment.*

#### **Guiding Question 2**

*How do living things interact with one another and with the non-living elements of their environment?*

**GLE 0007.2.1** Recognize that some things are living and some are not.

**GLE 0007.2.2** Know that people interact with their environment through their senses.

- ✓ **0007.2.1** Categorize objects or images of objects as living or non-living according to their characteristics.
- ✓ **0007.2.2** Use the senses to investigate and describe an object.

### **Kindergarten: Standard 3 - Flow of Matter and Energy**

#### **Conceptual Strand 3**

*Matter and energy flow through the biosphere.*

#### **Guiding Question 3**

*What scientific information explains how matter and energy flow through the biosphere?*

**GLE 0007.3.1** Recognize that living things require water, food, and air.

- ✓ **0007.3.1** Observe plants and animals and make records of their similarities and differences.
- ✓ **0007.3.2** Record information about the care, feeding, and maintenance of a living thing.

### **Kindergarten: Standard 4 - Heredity**

#### **Conceptual Strand 4**

*Plants and animals reproduce and transmit hereditary information between generations.*

#### **Guiding Question 4**

*What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?*

**GLE 0007.4.1** Observe how plants and animals change as they grow.

**GLE 0007.4.2** Observe that offspring resemble their parents.

- ✓ **0007.4.1** Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices.
- ✓ **0007.4.2** Match pictures of seedlings to adult plants and a juvenile to the adult animal.

## **Kindergarten: Standard 5 - Biodiversity and Change**

### **Conceptual Strand 5**

*A rich variety of complex organisms have developed in response to a continually changing environment.*

### **Guiding Question 5**

*How does natural selection explain how organisms have changed over time?*

**GLE 0007.5.1** Compare the basic features of plants and animals.

- ✓ **0007.5.1** Use a variety of representations to describe similarities and differences among plants and animals.
- ✓ **0007.5.2** Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment.
- ✓ **0007.5.3** Match pictures of animal and plant characteristics needed for survival to appropriate environments.

## **Kindergarten: Standard 6 - The Universe**

### **Conceptual Strand 6**

*The cosmos is vast and explored well enough to know its basic structure and operational principles.*

### **Guiding Question 6**

*What big ideas guide human understanding about the origin and structure of the universe, Earth's place in the cosmos, and observable motions and patterns in the sky?*

**GLE 0007.6.1** Know the different objects that are visible in the day and night sky.

- ✓ **0007.6.1** Create a Venn diagram to compare the objects that can be seen in the day and night sky.
- ✓ **0007.6.2** Observe, discuss, and draw objects found in the day and night sky.

## **Kindergarten: Standard 7 - The Earth**

### **Conceptual Strand 7**

*Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.*

### **Guiding Question 7**

*How is the earth affected by long-term and short term geological cycles and the influence of man?*

**GLE 0007.7.1** Identify non-living materials found on the surface of the earth.

**GLE 0007.7.2** Recognize that some objects are manmade and that some occur naturally.

- ✓ **0007.7.1** Identify non-living materials found on the school site and discuss how these materials are similar and different.
- ✓ **0007.7.2** Investigate and compare a variety of non-living materials using simple tools.
- ✓ **0007.7.3** Observe familiar environments and make lists of natural and man-made objects.

## **Kindergarten: Standard 8 - The Atmosphere**

### **Conceptual Strand 8**

*The earth is surrounded by an active atmosphere and an energy system that controls the distribution of life, local weather, climate, and global temperature.*

### **Guiding Question 8**

*How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?*

**GLE 0007.8.2** Collect daily weather data at different times of the year.

- ✓ **0007.8.1** Collect, compare, and record daily weather data during different seasons.
- ✓ **0007.8.2** Infer the relationship between temperature and seasonal change by maintaining a paper chain on which dates are recorded and temperature described according to different colors.

## **Kindergarten: Standard 9 - Matter**

### **Conceptual Strand 9**

*The composition and structure of matter is known, and it behaves according to principles that are generally understood.*

### **Guiding Question 9**

*How does the structure of matter influence its physical and chemical behavior?*

**GLE 0007.9.1** Describe an object by its observable properties.

**GLE 0007.9.2** Identify objects and materials as solids or liquids.

- ✓ **0007.9.1** Observe, identify, and compare the properties of various objects such as color, shape, and size.
- ✓ **0007.9.2** Observe, discuss, and compare characteristics of various solids and liquids.

## **Kindergarten: Standard 10 - Energy**

### **Conceptual Strand 10**

*Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.*

### **Guiding Question 10**

*What basic energy related ideas are essential for understanding the dependency of the natural and human-made worlds on energy?*

**GLE 0007.10.1** Identify the sun as the source of heat and light.

**GLE 0007.10.2** Investigate the effect of the sun on a variety of materials.

- ✓ **0007.10.1** Place a thermometer in a sunny window and one in a shady area of the classroom and record the temperatures over time. Compare, discuss, and record any temperature differences.
- ✓ **0007.10.2** Investigate the temperature differences in various locations around the school. Discuss and record the results.
- ✓ **0007.10.3** Place a thermometer under pieces of different colored paper on a sunny window. Compare results and discuss possible causes.

## **Kindergarten: Standard 11 - Motion**

### **Conceptual Strand 11**

*Objects move in ways that can be observed, described, predicted, and measured.*

### **Guiding Question 11**

*What causes objects to move differently under different circumstances?*

**GLE 0007.11.1** Explore different ways that objects move.

- ✓ **0007.11.1** Use a variety of objects to demonstrate different types of movement. (e.g., straight line/zigzag, backwards/ forward, side to side, in circles, fast/slow).

## **Kindergarten: Standard 12 - Forces in Nature**

### **Conceptual Strand 12**

*Everything in the universe exerts a gravitational force on everything else; there is an interplay between magnetic fields and electrical currents.*

### **Guiding Question 12**

*What are the scientific principles that explain gravity and electromagnetism?*

None for this Grade Level.

## **Kindergarten Social Studies Standards**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

#### **Accomplishments**

K.1.01 Understand the diversity of human cultures.

- a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics.
- b. Identify differences among people.
- c. Recognize how individuals learn to do skills and customs from their culture.
- d. Recognize all cultures have family units where decisions are made.

K.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Understand that some differences among people are a result of their culture.
- b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
- c. Explain how means of transportation may be diversified in different cultures in response to the environment.
- d. Compare family customs and traditions among cultures.
- e. Describe customs of the local community.

K.1.03 Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the development of civilizations.

- a. Recognize contributions of different cultures around the world.
- b. Explain the value of family traditions and customs.

### **Economics**

#### **Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.

#### **Learning Expectations:**

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

### **Accomplishments**

K.2.01 Describe potential costs and benefits of personal economic choices in a market economy.

- a. Identify basic human needs.
- b. Explain how basic human needs of food, clothing, shelter, and transportation are met.
- c. Understand that people create shelter according to both culture and environment.

K.2.02 Give examples of the interaction of businesses and governments in a market economy.

- a. Recognize how jobs are similar and different from one community to another.
- b. Identify jobs in the home, and school.

K.2.03 Understand fundamental economic concepts.

- a. Explain why people have jobs.
- b. Distinguish between needs and wants.
- c. Recognize that all jobs are significant and realize that some jobs are interdependent.

### **Geography**

**Content Standard:** 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

**Learning Expectations:**

3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### **Accomplishments**

K.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Explain what a globe and map represent.
- b. Use personal directions such as up, down, left, right, near and far to describe relative direction.
- c. Locate places in community such as the student's home and the classroom on the campus.

K.3.02 Recognize the interaction between human and physical systems around the world.

- a. Identify the human characteristics of places such as types of houses and ways of earning a living.
- b. Describe how weather impacts every daily life.
- c. Describe seasons.

K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

- a. Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.
- b. Describe how landforms and bodies of water influence where and how people live.
- c. Describe personal connections to place, especially place as associated with immediate surroundings.

### **Governance and Civics**

**Content Standard:** 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

**Accomplishments**

K.4.01 Discuss the structure and purposes of governance.

- a. Recognize that a person is a citizen of the country in which he/she is born.
- b. Understand that rules are created to protect an environment.
- c. Know that family structures can change.
- d. Identify authority figures in the home, school, and community.
- e. Explain how authority figures make and enforce rules.
- f. Explain the use of voting as a method for group decision-making.

K.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- a. Recognize the need for rules for daily living and fair treatment of others.
- b. Identify purposes for having rules.
- c. Be aware that laws and rules are followed and created by the people, school, community, and country.

K.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

- a. Know rules of safety including signs and signals.
- b. Define cooperation.

K.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

- a. Identify the flags of the United States and Tennessee.
- b. Recite the Pledge of Allegiance.
- c. Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.

**History**

**Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

**Accomplishments**

K.5.01 Identify major events, people, and patterns Tennessee, United States, and world history.

- a. Define history as the story of our past.
- b. Recall events in the past and present in order to recognize that individuals have a personal history.

K.5.02 Understand the place of historical events in the context of past, present, and future.

- a. Recognize that change occurs over time.
- b. Observe how sites in neighborhoods and communities change over time.

K.5.03 Explain how to use historical information acquired from a variety of sources.

- a. Recognize that each family has a family tree.
- b. Recall family stories and celebrations to develop a personal history.
- c. Illustrate a family history to demonstrate that every family has a heritage.

### **Individuals, Groups, and Interactions**

#### **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

#### **Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

#### **Accomplishments**

K.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Describe how individuals meet their needs and wants through different means.
- b. Know that individuals choose jobs that impact their lives, families and communities.
- c. Explain that people learn in the context of families, peers, schools, and communities.
- d. Give examples of how learning and physical development affect behavior.
- e. Explain the consequences of an individual's decisions and actions.

K.6.02 Understand how groups can impact change at the local, state, national, and world levels.

- a. Recognize individuals have a space or develop an understanding of space and spatial relationships.
- b. Understand that cooperation is necessary when working within large and small groups to complete tasks.
- c. Work independently and cooperatively to accomplish goals.
- d. Describe how groups are made up of people who work, play, or learn together and share common interests.