

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>History</i>	
Topic	<p><i>Historical Thinking and Skills</i> Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.</p>	
Content Statement	<p>1. <i>Time can be measured.</i></p>	
Content Elaborations	<p>Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today and tomorrow.</p> <p>These early skills are foundational to an understanding of chronological order and timelines.</p>	<p>Instructional Strategies</p> <p>When examining artifacts and/or photographs of other eras, model and encourage the correct use of chronological vocabulary.</p> <p>Embed the language of time throughout interactions with children (e.g., yesterday, before, soon).</p> <p>Use calendars to show the passage of days of the week and months in an authentic manner and to schedule and plan for events, keep track of important dates and create a classroom history.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Expectations for Learning	<p>Use chronological vocabulary correctly.</p>	
Essential Questions		

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Content Statement	<p><i>2. Personal history can be shared through stories and pictures.</i></p>	
Content Elaborations	<p>As children begin developing a sense of time, they can practice talking about their own personal life history (e.g., birth, toddler and preschool).</p> <p>At this level, children begin to share their personal histories by talking and through other representations and play.</p>	<p>Instructional Strategies</p> <p>Children can make a book about themselves at different ages using photos, drawings and writing samples.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Expectations for Learning	<p>Communicate personal history through stories and pictures.</p>	
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>History</i>	
Topic	<i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement	3. <i>Heritage is reflected through the arts, customs, traditions, family celebrations and language.</i>	
Content Elaborations	<p>Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through the arts, customs, traditions, family celebrations and language of a group of people.</p> <p>Children have opportunities to share family customs, traditions and celebrations to develop cultural awareness.</p> <p>Children can talk about the significance of family celebrations and talk about why they are important.</p>	<p>Instructional Strategies</p> <p>Involve families in sharing traditions, customs and celebrations.</p> <p>Explore the art, music and dance of other cultures represented in the classroom.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Expectations for Learning	Discuss art, customs, traditions, family celebrations and language that reflect cultural heritage.	
Essential Questions		

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Topic	<i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement	4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.	
Content Elaborations	<p>Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.</p> <p>Children begin to recognize the symbols of the United States and understand that nations are represented by symbols and practices. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and singing the National Anthem.</p>	<p>Instructional Strategies</p> <p>The <i>I have... Who has...</i> game can be used to practice symbols of the United States.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>A caller, the teacher or a student, calls out a symbol. Students pick out the correct answer from cards with various symbols on them that have been passed out. All players may have all of the symbols or this strategy can be more like bingo where players have a subset of cards.</p>
Expectations for Learning	Recognize the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.	<p>Instructional Resources</p> <p>Connections</p> <p>The music teacher may teach students the Star-Spangled Banner.</p>
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Geography</i>	
Topic	<p><i>Spatial Thinking and Skills</i></p> <p>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</p>	
Content Statement	<p>5. <i>Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</i></p>	
Content Elaborations	<p>A foundational concept for spatial thinking is relative location (the location of a place relative to other places).</p> <p>Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store, etc.</p> <p>Terms related to direction and distance include up/down, over/under, here/there, front/back, behind/in front of.</p> <p>Children also should be able to use symbols such as letters, numbers, logos, street signs and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location.</p>	<p>Instructional Strategies</p> <p>Take students on a walk and incorporate directional vocabulary.</p> <p>Using a pictorial map or drawing of the community, play <i>I Spy</i>. Provide children with directional clues to find an item or building on the map. (e.g., I spy a building behind the post office.)</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Expectations for Learning	<p>Describe the relative location of a familiar place using appropriate terms.</p>	
Essential Questions		

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Topic	<p><i>Spatial Thinking and Skills</i></p> <p>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</p>	
Content Statement	<p>6. <i>Models and maps represent real places.</i></p>	
Content Elaborations	<p>Building on the concept of relative location, children begin to understand that familiar places can be described using models and maps.</p> <p>Children can practice making models and maps of places like the classroom, the school, the playground, their home, their room or another familiar place.</p> <p>This is a foundational concept for children being able to locate and identify places on maps in grade one.</p>	<p>Instructional Strategies</p> <p>Use a variety of materials to engage children in creating models or maps of their classroom, playground or other significant place of interest. Encourage children to describe the place and its significance to them.</p> <p>Locate a pictorial view of a neighborhood and a simple map of the same neighborhood. Have children locate a particular building or feature on the pictorial map and find its corresponding location on the other map.</p> <p>Use unit blocks to construct a model that represents places within the community.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Geography</i>	
Topic	<p><i>Human Systems</i></p> <p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p>	
Content Statement	<p>7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p>	
Content Elaborations	<p>Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.</p> <p>Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.</p>	<p>Instructional Strategies</p> <p>Engage children in intentional conversations to identify and define natural resources and their importance in children's daily lives.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Expectations for Learning	<p>Identify natural resources that are used in the children's daily lives.</p>	
Essential Questions		

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Topic	<p><i>Human Systems</i></p> <p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p>	
Content Statement	<p>8. <i>Individuals are unique but share common characteristics of multiple groups.</i></p>	
Content Elaborations	<p>Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.</p> <p>Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).</p>	<p>Instructional Strategies</p> <p>Children stand in a circle facing each other. Call out various characteristics that are unchanging (e.g., everyone with blue eyes) and some that change (e.g., everyone wearing sandals). Help the children notice that they have membership in multiple groups.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Center for the Social Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/ Select <i>For Teachers/Caregivers</i> for free resources about developing social skills in young children. Resources also are available for parents.</p> <p>Connections</p>
Expectations for Learning	<p>Identify ways that individuals in the family, school and community are unique and ways that they are the same.</p>	
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Government</i>	
Topic	<i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	9. <i>Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</i>	
Content Elaborations	<p>Each person in the home, school and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.</p> <p>For example, children can share responsibilities to take care of a classroom garden.</p>	<p>Instructional Strategies</p> <p>Initiate a learning project and establish individual and shared responsibilities to accomplish a common goal.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Diverse Learners</p> <p>Center for the Social Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/ Select <i>For Teachers/Caregivers</i> for free resources about developing social skills in young children. Resources also are available for parents.</p> <p>Connections</p> <p>Teach with Content Statement 10.</p>
Expectations for Learning	Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.	
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Government</i>	
Topic	<p>Rules and Laws Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.</p>	
Content Statement	<p>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	
Content Elaborations	<p>Authority figures such as parents, principals, teachers and police officers use rules for particular settings.</p> <p>Rules are established to provide order, security and safety.</p> <p>Expectations for Learning Explain the purpose for rules at home and in the school and community.</p>	<p>Instructional Strategies Engage children in meaningful conversations about differing rules in the home, school and community.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections Teach with Content Statement 9.</p>
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Economics</i>	
Topic	<i>Scarcity</i> There are not enough resources to produce all the goods and services that people desire.	
Content Statement	<i>11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</i>	
Content Elaborations People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made. For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them. Expectations for Learning Explain how a decision about an individual want can impact others.	Instructional Strategies Use classroom projects and experiences as opportunities to engage children in decision making about satisfying wants and how those decisions impact others. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	Instructional Resources Connections
Essential Questions		

Theme	<i>A Child's Place in Time and Space</i>	
Strand	<i>Economics</i>	
Topic	<i>Production and Consumption</i> Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
Content Statement	12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.	
Content Elaborations	<p>Goods are objects that satisfy people's wants, such as:</p> <ul style="list-style-type: none"> • Bicycles; • Books; • Gasoline; • Clothing; and • Toys. <p>Services are activities performed by people, firms or government agencies to satisfy economic wants, such as:</p> <ul style="list-style-type: none"> • Fast food (food service); • Doctors (medical services); • Lawn care (lawn fertilizing and cutting service); • Pet sitting (pet feeding and walking); • Banks (money holding and check cashing); • Auto repair (fixes cars); and • Childcare. <p>Expectations for Learning Identify goods and services.</p>	<p>Instructional Strategies Engage children in intentional conversations to define and illustrate goods and services. Through dramatic play, children will demonstrate their emerging understanding of goods and services.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Connections</p>
Essential Questions		