

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement****1. Time can be measured.****CONTENT ELABORATION**

Children use chronological vocabulary to distinguish broad categories of time. These early skills are foundational to an understanding of chronological order and timelines.

Examples of chronological vocabulary include:

- past: long ago, yesterday, last week, last month, last year, before kindergarten;
- present: today, now, right now, kindergarten; and
- future: tomorrow, next week, next month, next year, first grade.

EXPECTATIONS FOR LEARNING

Use chronological vocabulary correctly.

Content Statement**2. Personal history can be shared through stories and pictures.****CONTENT ELABORATION**

As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool).

At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.

EXPECTATIONS FOR LEARNING

Communicate personal history through stories and pictures.

TOPIC: HERITAGE**Content Statement****3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language.****CONTENT ELABORATION**

Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people.

Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness.

Children can talk about the significance of family celebrations and why they are important.

EXPECTATIONS FOR LEARNING

Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.

TOPIC: HERITAGE**Content Statement**

- 4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.**

CONTENT ELABORATION

Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.

Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. 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 listening to the National Anthem.

EXPECTATIONS FOR LEARNING

Identify 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.

Recognize that other nations are represented by symbols and practices.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

- 5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.**

CONTENT ELABORATION

A foundational concept for spatial thinking is relative location (the location of a place relative to other places).

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. Children also should be able to use symbols to talk about relative location.

Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of.

Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.

EXPECTATIONS FOR LEARNING

Describe the relative location of a familiar place using appropriate terms.

Content Statement

- 6. Models and maps represent real places.**

CONTENT ELABORATION

Building on the concept of location, children begin to understand that familiar places can be described using models and maps.

Children can practice making models and maps of places.

This is a foundational concept for children being able to locate and identify places on maps in grade one.

EXPECTATIONS FOR LEARNING

Create models and maps of places.

TOPIC: HUMAN SYSTEMS**Content Statement****7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.****CONTENT ELABORATION**

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.

Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.

EXPECTATIONS FOR LEARNING

Identify natural resources that are used in the children's daily lives.

Content Statement**8. Individuals are unique but share common characteristics of multiple groups.****CONTENT ELABORATION**

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.

Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).

EXPECTATIONS FOR LEARNING

Identify ways that individuals in the family, school and community are unique and ways that they are the same.

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.****CONTENT ELABORATION**

Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.

For example, children can share responsibilities to take care of a classroom garden.

EXPECTATIONS FOR LEARNING

Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.

TOPIC: RULES AND LAWS**Content Statement**

10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.

CONTENT ELABORATION

Authority figures such as parents, principals, teachers, and police officers use rules for particular settings.

Rules are established to provide order, security, and safety.

EXPECTATIONS FOR LEARNING

Explain the purpose for rules at home and in the school and community.

STRAND: ECONOMICS**TOPIC: SCARCITY****Content Statement**

11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

CONTENT ELABORATION

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.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement**

12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.

CONTENT ELABORATION

Goods are objects that satisfy people's wants, such as:

- bicycles;
- books;
- gasoline;
- clothing; and
- toys.

Services are activities that satisfy people's wants, such as:

- 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.

EXPECTATIONS FOR LEARNING

Identify goods and services.