

K Essential Standards Chart: What is it we expect students to learn?											
Priority Level		Social Studies Standard	sent Present in CLEA Morning Meeting, etc.	Substandards	Practices Students will ...	Description	Objectives	quisite Skills	ample Rigor	Evidence	Fill the Gap OR Build It Up
#						What is to be learned? Describe in student-friendly vocabulary.	What will students know and be able to do?	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What does proficient student work look like? Provide an example and/or description. (Modality: speaking, reading, listening, writing, pair, discussion, modeling, mock scenario, etc)	Slidedeck, Examples, Lessons, hyperlinks, etc. (Skills Unit, Lesson)	What might needs to be reinforced so students can earn proficiency?
		Individual Development and Cultural Identity									
K.1		Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.		K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.	<input type="checkbox"/> Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.	students will understand why rules are important in different environments. examples	I can explain why rules are important I can discuss examples of rules in different environments				
K.2	Children, families, and communities exhibit cultural similarities and differences.			K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. K.2a Each person is unique but also shares common characteristics with other family, school, and community members.	<input type="checkbox"/> Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.						
				K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self. K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.	<input type="checkbox"/> Students will explain how their families celebrate birthdays or other special days. <input type="checkbox"/> Students will learn about and respect individual differences.						
K.3	K.3 Symbols and traditions help develop a shared culture and identity within the United States.			K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.	<input type="checkbox"/> Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.						
				K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.	<input type="checkbox"/> Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. <input type="checkbox"/> Students will identify American symbols, such as the Liberty Bell and the bald eagle. <input type="checkbox"/> Students will learn the Pledge of Allegiance. <input type="checkbox"/> Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag. <input type="checkbox"/> Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."						
Civic Ideals and Practices											
K.4	K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.			K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.	<input type="checkbox"/> Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).						
K.5	K.5 Rules affect children and adults, and people make and change rules for many reasons			K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.	<input type="checkbox"/> Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger). <input type="checkbox"/> Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed						
				K.5b People in authority make rules and laws that provide for the health and safety of all.	<input type="checkbox"/> Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials)						
				K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.	<input type="checkbox"/> Students will be given an opportunity to create new rules as needed for class activities.						
Geography, Humans, and the Environment											
K.6	K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.			K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions	<input type="checkbox"/> Students will identify the differences and similarities between a globe and a map.						
				K.6b Places and regions can be located on a map or globe, using geographic vocabulary. K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary	<input type="checkbox"/> Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital). <input type="checkbox"/> Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).						
K.7	K.7 People and communities are affected by and adapt to their physical environment.			K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.	<input type="checkbox"/> Students will describe and give examples of seasonal weather of						
Time, Continuity, and Change											
K.8	K.8 The past, present and future describe points in time and help us examine and understand events.			K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.	<input type="checkbox"/> Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).						
				K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	<input type="checkbox"/> Students will retell a story and explain the value, idea, tradition, or important event that it expressed.						
Economic Systems											
K.9	K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.			K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have. K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants K9 c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	<input type="checkbox"/> Students will identify basic needs (food, clothing, and shelter). <input type="checkbox"/> Students will distinguish between a need and a want. <input type="checkbox"/> Students will identify examples of goods and services <input type="checkbox"/> Students will identify examples of scarcity.						