

# Kindergarten

## History

### Historical Thinking and Skills

- 1 Time can be measured. [HS.K.1](#)
  - a Organize the 12 months of the year in chronological order. [HS.K.1.A](#)
  - b Recall the 7 days of the week in order. [HS.K.1.B](#)
  - c Organize the days of the week in chronological order. [HS.K.1.C](#)
  - d Identify days, weeks, and months as intervals of time. [HS.K.1.D](#)
  - e Identify tasks that can be accomplished within an hour. [HS.K.1.E](#)
  - f Organize a schedule of events by the hour. [HS.K.1.F](#)
  - g Identify tasks that can be accomplished in minutes. [HS.K.1.G](#)
  - h Observe a minute pass using a timer. [HS.K.1.H](#)
  - i Identify tasks that can be accomplished in seconds. [HS.K.1.I](#)
  - j Count to represent seconds of time as it passes. [HS.K.1.J](#)
  - k Identify tools used to measure the passage of time (e.g., watch, timer, sand hourglass, calendar, schedule, timeline, etc.). [HS.K.1.K](#)
  - l Engage with tools used to measure time. [HS.K.1.L](#)
- 2 Personal history can be shared through stories and pictures. [HS.K.2](#)
  - a Share personal stories or experiences with others. [HS.K.2.A](#)
  - b Use a picture to share about a personal experience. [HS.K.2.B](#)
  - c Organize pictures showing personal experiences into time order (e.g., first, then, next, finally or by age or date). [HS.K.2.C](#)
  - d Collect pictures that show personal experiences. [HS.K.2.D](#)
  - e Identify a picture or story that conveys a personal experience. [HS.K.2.E](#)
  - f Engage with images that show a personal experience. [HS.K.2.F](#)
  - g Engage with others as a personal story/experience is shared. [HS.K.2.G](#)

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## Heritage

- 3 Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language. **HS.K.3**
    - a Select and share examples of one's own culture or heritage. **HS.K.3.A**
    - b Identify heritage as a cultural practice, language, custom, tradition, celebration, etc. acquired from an ancestor or predecessor. **HS.K.3.B**
    - c Relate culture as coming from family groups, community groups, religious groups, etc. **HS.K.3.C**
    - d Share family traditions with others. **HS.K.3.D**
    - e Participate in family, community, or school celebrations. **HS.K.3.E**
    - f Listen to and/or communicate using diverse languages. **HS.K.3.F**
    - g Listen to music from diverse cultures. **HS.K.3.G**
    - h Participate in family traditions, family celebrations, cultural experiences, customs, social experiences, the arts, including through dress, and/or language. **HS.K.3.H**
  - 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. **HS.K.4**
    - a Identify the National Anthem when presented in text or audio formats. **HS.K.4.A**
    - b Recite the Pledge of Allegiance. **HS.K.4.B**
    - c Identify the U.S. bird. **HS.K.4.C**
    - d Identify the United State flag. **HS.K.4.D**
    - e Identify the U.S. as a country represented on a map. **HS.K.4.E**
    - f Engage with symbols and/or practices representing the U.S. **HS.K.4.F**
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## Geography

### Spatial Thinking and Skills

- 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. **GEO.K.5**
  - a Locate distance markers on a map. **GEO.K.5.A**
  - b Distance can be measured in increments, including miles. **GEO.K.5.B**
  - c Use manipulative or model to move north, south, east, or west on a map or in real life. **GEO.K.5.C**
  - d Locate a compass rose on a map. **GEO.K.5.D**
  - e Identify terms north, south, east, and west are directions related to positions on the earth. **GEO.K.5.E**
  - f Match symbols to specific locations. **GEO.K.5.F**
  - g Locate symbols added to maps to represent places or locations (e.g., map key). **GEO.K.5.G**
  - h Identify a symbol (picture, object, photograph, graphic) can be used to represent a location or place. **GEO.K.5.H**
  - i Identify landmarks as locations in a landscape or community that are easily recognized and can be used to establish a location. **GEO.K.5.I**
  - j List familiar locations in the local community. **GEO.K.5.J**
  - k Name familiar locations in the school. **GEO.K.5.K**
  - l Identify an object, tactile graphic, or visual representation that could be used to represent a local landmark. **GEO.K.5.L**
  - m Engage with tools used to show directions (e.g. map key, compass rose). **GEO.K.5.M**
  - n Actively participate in moving in a given direction. **GEO.K.5.N**
  - o Engage with objects, tactile graphics, or visual representations of a familiar location. **GEO.K.5.O**
- 6 Models and maps represent real places. **GEO.K.6**
  - a Build a model that represents a real place. **GEO.K.6.A**
  - b Create a map to represent a real place. **GEO.K.6.B**
  - c Identify a model that can be used to represent a location or place. **GEO.K.6.C**
  - d Select a map that represents a real locations in a landscape or community. **GEO.K.6.D**
  - e List familiar locations in the local community. **GEO.K.6.E**
  - f Name familiar locations in the school or home. **GEO.K.6.F**
  - g Identify an object, tactile graphic, or visual representation that could be used to represent a real place. **GEO.K.6.G**
  - h Engage with peers to create a model or map of a real place. **GEO.K.6.H**
  - i Engage with maps and models of familiar places. **GEO.K.6.I**

- j Engage with objects, tactile graphics, or visual representations of a familiar location. **GE0.K.6.J**
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## Human Systems

- 7 Humans depend on and impact the physical environment in order to supply food, clothing, and shelter. **GE0.K.7**
- a Give examples of ways in which we help and hurt our physical environment. **GE0.K.7.A**
  - b Describe ways in which we depend on the physical environment to meet or everyday needs (e.g., access water from rain/ ground, use shelter made with tree based products, we eat food grown in the ground and provided by animals, we wear clothes made from plant-based products, etc.). **GE0.K.7.B**
  - c Look at clothing labels to identify materials used to make clothing that come from the physical environment (e.g., cotton, linen, silk). **GE0.K.7.C**
  - d Identify products that come directly from our physical environment that are used to build shelter (homes and other buildings). **GE0.K.7.D**
  - e Identify types of food that come directly from our physical environment. **GE0.K.7.E**
  - f Identify food, clothing, and shelter as needs rather than wants. **GE0.K.7.F**
  - g Define the physical environment as our surroundings - no matter what our location (e.g., if we are at the park our surroundings are the playground, grass trees, etc.). **GE0.K.7.G**
  - h Engage in everyday activities that involve food, clothing, and shelter. **GE0.K.7.H**
- 8 Individuals are unique but share common characteristics of multiple groups. **GE0.K.8**
- a Identify common characteristics of people that are present across multiple groups. **GE0.K.8.A**
  - b Identify others with one or more matching characteristic to oneself. **GE0.K.8.B**
  - c Identify unique characteristics that describe oneself. **GE0.K.8.C**
  - d Identify characteristic that describe people in general. **GE0.K.8.D**
  - e Match self to a generic representation of a person. **GE0.K.8.E**
  - f Actively participate in a group to identify individual characteristics. **GE0.K.8.F**
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## Government

### Civic Participation and Skills

- 9 Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities. **GVT.K.9**
- a Identify the role of others in achieving the goals specific to home, school, and community. **GVT.K.9.A**
  - b Identify personal role in achieving the goals specific to home, school, and community. **GVT.K.9.B**
  - c Identify goals specific to communities. **GVT.K.9.C**
  - d Identify goals specific to school. **GVT.K.9.D**
  - e Identify goals specific to home. **GVT.K.9.E**
  - f Determine logical sequence of steps to complete the simple goal. **GVT.K.9.F**
  - g Identify which group member completed each step of the goal. **GVT.K.9.G**
  - h Identify the individual steps needed to complete the simple goal. **GVT.K.9.H**
  - i Identify goal that the group completed. **GVT.K.9.I**
  - j Actively participate in a group to complete a simple goal. **GVT.K.9.J**
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### Rules and Laws

- 10 The purpose of rules and authority figures is to provide order, security and safety in the home, school, and community. **GVT.K.10**
- a Match identified authority figure with the identified rules. **GVT.K.10.A**
  - b Identify authority figures in the home, at school, and within the community. **GVT.K.10.B**
  - c Identify rules specific to home, school, and community. **GVT.K.10.C**
  - d Identify personal situations when rules are necessary. **GVT.K.10.D**
  - e Identify rules associated with other events (e.g., recess, lunch/cafeteria, dinner time at home, movie theatre, etc.) **GVT.K.10.E**
  - f Determine how the game would work if there were no rules. **GVT.K.10.F**
  - g Identify the rules of the simple game. **GVT.K.10.G**
  - h Actively engage in a simple game that has clear rules. **GVT.K.10.H**
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**Scarcity**

- 11** Individuals have many wants and make decisions to satisfy those wants. These decisions impact others. **ECON.K.11**
- a** Describe a time when getting what is wanted required giving something in trade. **ECON.K.11.A**
  - b** Describe a time when getting what is wanted required waiting (e.g., waiting to get a turn, waiting to save money, waiting in a line, etc.). **ECON.K.11.B**
  - c** Identify situations when the student did not have their wants satisfied. **ECON.K.11.C**
  - d** Identify situations when the student had their wants satisfied. **ECON.K.11.D**
  - e** Engage in activities/situations where there are limited tangible resources. **ECON.K.11.E**
  - f** Define the difference between the need for something and the want for something. **ECON.K.11.F**
  - g** Identify objects that are necessary for survival. **ECON.K.11.G**
  - h** Identify objects that are desirable to others. **ECON.K.11.H**
  - i** Identify objects personally desirable. **ECON.K.11.I**
  - j** Actively engage in a making a choice. **ECON.K.11.J**
  - k** Actively engage in a preferred activity. **ECON.K.11.K**
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**Production and Consumption**

- 12** Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants. **ECON.K.12**
- a** Identify services that are necessary for survival. **ECON.K.12.A**
  - b** Identify goods and services used on a daily basis. **ECON.K.12.B**
  - c** Use goods and services on a daily basis. **ECON.K.12.C**
  - d** Define services as actions that satisfy wants and needs. **ECON.K.12.D**
  - e** Identify objects that are necessary for survival. **ECON.K.12.E**
  - f** Define goods as objects that that people want. **ECON.K.12.F**
  - g** Match objects to individuals who want them. **ECON.K.12.G**
  - h** Identify things that individuals may want. **ECON.K.12.H**
  - i** Identify objects. **ECON.K.12.I**
  - j** Actively engage with goods/objects. **ECON.K.12.J**