

Kindergarten Curriculum Guide (2015-16)

Benchmark	Concepts	Skills	Essential Questions	Learning Targets ("I can..." statements)
<p>0.1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values.</p> <p><i>For example:</i> Civic skills— listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.</p>	<p>Fairness Dignity Self-control Justice Responsibility Courage Honesty Common good Respect Friendship Authority</p>	<p>Listening to others</p> <p>Participating in discussions</p> <p>Taking turns</p> <p>Sharing with others</p> <p>Cooperating with others</p> <p>Using authority</p>	<p>What are ways that you can be a good friend to others?</p>	<p>I can be a friend to others.</p>
<p>0.1.2.2.1 Describe symbols, songs and traditions that identify our nation and state.</p> <p><i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.</p>	<p>symbols (national & state)</p> <p>songs (national & state)</p> <p>tradition (national & state)</p>	<p>describe things that represent the US and MN</p>	<p>Why are symbols important to our country/state?</p> <p>Why do we sing songs about our country/state?</p> <p>What are some special things we do to think about our country/state?</p>	<p>I can tell about symbols that are special to our country and state.</p> <p>I can tell about songs that are special to our country and state.</p> <p>I can tell about special things we do to think about our country and state.</p>

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0.1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.	rules consequences incentives	Active listening Taking turns Self-Control Following directions Taking responsibility Respect Making safe choices	Why is it important to follow rules in a community?	I can tell about the school rules. I can tell about why school rules are important. I can name what happens when I do not follow the rules.
0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy) <i>For example:</i> Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.	needs wants	compare and contrast needs from wants	How are needs and wants different? Are needs and wants both important?	I can tell the difference between needs and wants.

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<p>0.2.1.1.2 Identify goods and services that could satisfy a specific need or want.</p> <p><i>For example:</i> The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.</p>	<p>wants/needs</p> <p>goods/services</p> <p>decision</p> <p>choice</p>	<p>identify things that meet needs and wants</p> <p>match things with needs and wants</p>	<p>In what ways can you meet your needs and wants?</p>	<p>I can tell about a good or service that would meet my need or want.</p>
<p>0.2.4.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities).</p> <p><i>For example:</i> Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair.</p>	<p>goods</p> <p>services</p>	<p>recognize the difference between goods and services</p>	<p>What goods does your family purchase/use?</p> <p>What are services provided in your community?</p>	<p>I can tell the difference between goods and services.</p>
<p>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</p> <p><i>For example:</i> While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.</p>	<p>spatial awareness</p> <p>location</p> <p>positional terms</p>	<p>describe an object's location</p>	<p>In what ways can you describe things in a picture or drawing?</p>	<p>I can tell where something is in a picture.</p>

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0.3.1.1.2 Describe a map and a globe as a representation of a space.	space location representation	describe that maps show places and globes show the earth	What is a map? What is the purpose of a map? What do maps show us? What is a globe? What is the purpose of a globe?	I can tell that a map shows a place on earth. I can tell that a globe is what the earth looks like.
0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.	physical characteristics human characteristics	identify the things you see in the world and in imagined places	What does the land look like in different places? What does the water look like in different places? What kinds of things do people build to live and move on land and water?	I can name what I see in different places. I can name the things I see that are part of the earth. I can name the things I see that are built by people.
0.4.1.1.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example:</i> Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning,	time past present future beginning, middle, end of stories	describe time using a variety of words identify beginning, middle, end of stories	In what ways can you describe when things happen?	I can use words to describe when something happened. I can name the parts of stories - beginning, middle and end

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afternoon, night, days, weeks, months, years.				
<p>0.4.1.2.1 Describe ways people learn about the past.</p> <p><i>For example:</i> Learning from elders, photos, artifacts, buildings, diaries, stories, videos.</p>	past	describe how people learn about the past	How have you learned about your past?	I can tell how people learn about the past.
<p>0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p> <p><i>For example:</i> How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such the Fourth of July or Thanksgiving.</p>	family differences traditions milestones celebrate	compare and contrast traditions of families	What are some traditions that your family has? How do people celebrate differently/same?	I can share about my family. I can tell how families are the same or different.

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