March 2005

ALIGNMENT OF
MINNESOTA K-12 KINDERGARTEN ACADEMIC STANDARDS

WITH THE
EARLY CHILDHOOD INDICATORS OF PROGRESS: MINNESOTA'S EARLY LEARNING STANDARDS

AND THE

HEAD START CHILD OUTCOMES FRAMEWORK

Minnesota Department of Education

March 2005

ALIGNMENT OF MINNESOTA K-12 KINDERGARTEN ACADEMIC STANDARDS WITH THE EARLY CHILDHOOD INDICATORS OF PROGRESS: MINNESOTA'S EARLY LEARNING STANDARDS AND THE HEAD START CHILD OUTCOMES FRAMEWORK

BACKGROUND

The goal of the federal *No Child Left Behind Act* is to ensure that public schools are teaching students what they need to know to be successful in life. This act draws attention to the need to prepare children before they start school, recognizing that the first five years of a child's life are a time of tremendous physical, emotional, social and cognitive growth. The *Good Start, Grow Smart* Early Childhood Initiative is a strategic federal plan designed to strengthen early learning as part of *No Child Left Behind*. A key element in the *Good Start, Grow Smart* Initiative is the development of state early learning standards on literacy, language and pre-reading skills that align with state K-12 standards. State early learning standards and their alignment with K-12 standards are intended to be used for a number of purposes including:

- to inform parents, teachers and caregivers, and the general public about learning and developmental expectations of children prior to kindergarten;
- to guide learning experiences at home, school, and child care;
- to align what children are doing before they enter school with what is expected of them once they are in school; and
- to help ensure that young children are equipped with the skills they need to start school ready to learn.

This document aligns Minnesota's early learning standards in the form of the Early Childhood Indicators of Progress and the Head Start Child Outcomes Framework with Minnesota K-12 Kindergarten Academic Standards. The Minnesota Kindergarten Academic Standards are listed first, followed by the Early Childhood Indicators of Progress and the Head Start Child Outcomes Framework.

MINNESOTA K-12 ACADEMIC STANDARDS

In 2003, the Minnesota legislature approved implementation of the Minnesota K-12 Academic Standards in:

- Language Arts,
- Mathematics, and
- Artistic Expression.

Academic Standards were approved by the 2004 Minnesota legislature in:

- Science and
- History and Social Studies.

These standards are intended to assist schools with curriculum alignment and standards implementation (Available on the Minnesota Department of Education (MDE) Web site at http://education.state.mn.us/html/intro_acad_standards.htm).

EARLY CHLDHOOD INDICATORS OF PROGRESS: MINNESOTA'S EARLY LEARNING STANDARDS

Since 2000, Minnesota has had early learning standards in the form of the *Minnesota Early Childhood Indicators of Progress: A Resource Guide.* These indicators were developed in partnership with members of the Minnesota Association for the Education of Young Children, the Minnesota Association of Early Childhood Teacher Educators, and other representatives of early childhood education and care programs in Minnesota for the primary purpose of providing a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations.

The Early Childhood Indicators of Progress are divided into the following six domains that reflect the full range of child development:

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Creativity and the Arts
- Cognitive Development (includes Mathematical and Logical Thinking, Scientific Thinking and Problem Solving, and Social Systems Understanding)
- Physical and Motor Development

Each domain is further divided into three to five components that describe indicators of children's progress in gaining concepts, knowledge, and skills for a child approximately three to five years old. These were updated in 2005 based on the latest research in each of the content domains, are now titled *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*, and are available on the MDE Web site at http://education.state.mn.us/content/086302.pdf.

HEAD START CHILD OUTCOMES FRAMEWORK

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is intended as a guide for children in the preschool period of ages three to five years. It is composed of 8 general domains, 27 domain elements, and 100 examples of more specific indicators of children's skills, abilities, knowledge, and behaviors. The eight general domains are:

- Language Development
- Literacy
- Mathematics
- Science
- Creative Arts
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

ALIGNMENT CHART

The attached chart shows the alignment of the Minnesota Kindergarten Academic Standards in the domains of Language Arts, Mathematics, Artistic Expression, Science, and History and Social Studies with the Early Childhood Indicators of Progress (ECIP): Minnesota's Early Learning Standards and the Head Start Child Outcomes Framework (HSCOF). Some of the Kindergarten Standards domains align with more than one domain in the other sets of standards. The table below shows the domain alignment across the three sets of standards.

CONTENT DOMAINS		
Minnesota Kindergarten Academic Standards	Early Childhood Indictors of Progress: Minnesota's Early Learning Standards	Head Start Child Outcomes Framework
• Language Arts	• Language and Literacy Development	• Language Development • Literacy
• Mathematics	• Mathematical and Logical Thinking • Social Systems Understanding • Scientific Thinking and Problem Solving	• Mathematics
• Artistic Expression (K-3)	• Creativity and the Arts • Approaches to Learning	• Creative Arts
• Science	• Scientific Thinking and Problem Solving • Mathematical and Logical Thinking	• Science
• History and Social Studies (K-3)	• Social Systems Understanding • Mathematical and Logical Thinking • Scientific Thinking and Problem Solving • Social and Emotional Development • Physical and Motor Development	• Social and Emotional Development • Mathematics • Science • Physical Health and Development

The Kindergarten Academic Standards strands, the ECIP domain components, and the HSCOF domain elements align at the same level and are shadowed on the alignment chart. The Kindergarten Academic Standards are listed in the order they were written and appear on the MDE Web site, with the other two sets of standards ordered to align with the Kindergarten Standards. The specific indicator number within each domain component of the ECIP and each domain element of the HSCOF is listed along with the domain component or element title after each indicator in the chart. In the Kindergarten Academic Standards of Language Arts, Mathematics and Artistic Expression, each kindergarten indicator is aligned with one ECIP and with one or more specific Head Start indicators. With the Kindergarten Academic Standards in Science and History and Social Studies, individual or groups of related indicators in any of the three sets of standards may be aligned with individual or groups of related indicators in the other two sets of indicators.

The main audiences for use of this alignment document are teachers, caregivers and administrators of early childhood education and care programs, kindergarten teachers and elementary principals and other administrators. These groups can use the document as they work together to align what children are doing before they enter school with what is expected of them once they are in school and to insure that young children are equipped with the skills they need to succeed in school. These audiences can also use this document as a resource in the successful transition to school for children and their parents and to meet the varying needs of children once they enter kindergarten.

FOR QUESTIONS OR FURTHER INFORMATION CONTACT: Betty Cooke at betty.cooke@state.mn.us or 651.582.8329, MN Department of Education.

Alignment of Minnesota Kindergarten Academic Standards with the Minnesota Early Childhood Indicators of Progress and the Head Start Child Outcomes Framework

LANGUAGE ARTS		
Minnesota Kindergarten Academic Standards in Language Arts	**Minnesota Early Childhood Indicators of Progress in Language and Literacy Development** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in Language Development and Literacy** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
I. READING AND LITERATURE		
A. Word Recognition, Analysis, and Fluency **Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).**	**Listening** **Speaking** **Emergent Reading** **Emergent Writing**	**Phonological Awareness** **Speaking & Communicating** **Print Awareness & Concepts** **Alphabet Knowledge** **Early Writing**
The student will: 1. See, hear, say and write the basic sounds (phonemes) of the English language.	Listen to and recognize different sounds in rhymes and familiar words. (Listening 4)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5)
	Speak clearly enough to be understood in home language and/or English. (Speaking 3)	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (Speaking & Communicating 4) For non-English-speaking children, progresses in speaking English. (Speaking & Communicating 5)
	Recognize and name some letters of the alphabet, especially those in own name. (Emergent Reading 6)	Shows progress in associating the names of letters with their shapes and sounds. (Alphabet Knowledge 1) Increases in ability to notice beginning letters in familiar words (Alphabet Knowledge 2) Know that letters of the alphabet are a special category of visual graphics that can be individually named. (Alphabet Knowledge 4)

LANGUAGE ARTS

Minnesota Kindergarten Academic Standards in <u>Language Arts</u>	**Minnesota Early Childhood Indicators of Progress in <u>Language and Literacy Development</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Language Development</u> and <u>Literacy</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
	Begin to associate sounds with words or letters. (Emergent Reading 7)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5) Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. (Print Awareness & Concepts 4)
	Understand that writing is a way of communicating. (Emergent Writing 1)	Shows increasing awareness of print in classroom, home, and community settings. (Print Awareness & Concepts 1) Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (Print Awareness & Concepts 2) Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3) Develops understanding that writing is a way of communicating for a variety of purposes. (Early Writing 1)
	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas. (Emergent Writing 2)	Begins to represent stories and experiences through pictures, dictation, and in play. (Early Writing 2) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3)
	Engage in writing using letter-like symbols to make letters or words. (Emergent Writing 3)	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. (Print Awareness & Concepts 5) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3) Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (Early Writing 4)

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Minnesota Kindergarten Academic Standards in <u>Language Arts</u>	**Minnesota Early Childhood Indicators of Progress in <u>Language and Literacy Development</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Language Development</u> and <u>Literacy</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words	Listen to and recognize different sounds in rhymes and familiar words. (Listening 4)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5)
	Begin to associate sounds with words or letters. (Emergent Reading 7)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5) Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. (Print Awareness & Concepts 4)
	Understand that writing is a way of communicating. (Emergent Writing 1)	Shows increasing awareness of print in classroom, home and community settings. (Print Awareness & Concepts 1) Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (Print Awareness & Concepts 2) Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3) Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. (Print Awareness & Concepts 5) Develops understanding that writing is a way of communicating for a variety of purposes. (Early Writing 1)
	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas. (Emergent Writing 2)	Begins to represent stories and experiences through pictures, dictation, and in play. (Early Writing 2) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3)

LANGUAGE ARTS

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	Engage in writing using letter-like symbols to make letters or words. (Emergent Writing 3)	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. (Print Awareness & Concepts 5) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3) Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (Early Writing 4)
3. Identify and name uppercase and lowercase letters of the alphabet.	Recognize and name some letters of the alphabet, especially those in own name. (Emergent Reading 6)	Shows progress in associating the names of letters with their shapes and sounds. (Alphabet Knowledge 1) Increases in ability to notice beginning letters in familiar words (Alphabet Knowledge 2) Identifies at least 10 letters of the alphabet, especially those in their own name. (Alphabet Knowledge 3) Know that letters of the alphabet are a special category of visual graphics that can be individually named. (Alphabet Knowledge 4)
4. Identify beginning consonant sounds and ending sounds in single-syllable words.	Listen to and recognize different sounds in rhymes and familiar words. (Listening 4)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5)
5. Identify, produce and say rhyming words in response to an oral prompt.	Listen to and recognize different sounds in rhymes and familiar words. (Listening 4)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound (Phonological Awareness 5)
6. Read 10 high-frequency words.	Not applicable	Not applicable

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B. Vocabulary Expansion **Standard: The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.**	**Listening** **Speaking**	**Speaking & Communicating** **Listening & Understanding**
The student will: 1. Use words to describe and name people, places and things.	Use increasingly complex and varied vocabulary and language. (Speaking 5)	Uses an increasingly complex and varied spoken vocabulary. (Speaking & Communicating 3) Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (Speaking & Communicating 4)
2. Use words to describe location, size, color, shape and direction.	Use increasingly complex and varied vocabulary and language. (Speaking 5)	Uses an increasingly complex and varied spoken vocabulary. (Speaking & Communicating 3) Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (Speaking & Communicating 4)
3. Use words to describe actions.	Use increasingly complex and varied vocabulary and language. (Speaking 5)	Uses an increasingly complex and varied spoken vocabulary. (Speaking & Communicating 3) Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (Speaking & Communicating 4)
4. Use context to predict and infer word meanings.	Understand non-verbal and verbal cues. (Listening 1)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1) Understands an increasingly complex and varied vocabulary. (Listening & Understanding 3) For non-English-speaking children, progresses in listening to and understanding English. (Listening & Understanding 4)
5. Learn new words through explicit instruction.	Not applicable	Not applicable
C. Comprehension **Standard: The student will listen to and understand the meaning of text.**	**Emergent Reading** **Emergent Writing**	**Book Knowledge & Appreciation** **Print Awareness & Concepts** **Early Writing**
The student will: 1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text.	Initiate stories and respond to stories told or read aloud. (Emergent Reading 1)	Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. (Book Knowledge & Appreciation 1)
	Retell information from a story. (Emergent Reading 4)	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (Book Knowledge & Appreciation 3)
2. Make predictions from illustrations and story content.	Guess what will happen next in a story using pictures as a guide. (Emergent Reading 3)	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (Book Knowledge & Appreciation 3)

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3. Write or draw a response that demonstrates comprehension.	Understand that writing is a way of communicating. (Emergent Writing 1)	Shows increasing awareness of print in classroom, home, and community settings. (Print Awareness & Concepts 1) Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (Print Awareness & Concepts 2) Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3) Develops understanding that writing is a way of communication for a variety of purposes. (Early Writing 1)
	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas. (Emergent Writing 2)	Begins to represent stories and experiences through pictures, dictation, and in play. (Early Writing 2) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3)
	Initiate stories and respond to stories told or read aloud (Emergent Reading 1)	Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. (Book Knowledge & Appreciation 1)
	Represent stories told or read aloud through various media or during play. (Emergent Reading 2)	Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. (Book Knowledge & Appreciation 2) Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator. (Book Knowledge & Appreciation 4)
4. Relate texts to prior knowledge and experiences.	Not applicable	Not applicable
D. Literature **<u>Standard</u>: The student will read or listen to a variety of texts.**	**Emergent Reading** **Listening**	**Listening & Understanding** **Book Knowledge & Appreciation**
The student will: 1. Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other counties.	Listen with understanding to stories, directions, and conversations. (Listening 2)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1)

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2. Identify main characters and story events and actions.	Retell information from a story. (Emergent Reading 4)	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (Book Knowledge & Appreciation 3)
3. Retell familiar stories using beginning, middle and end.	Retell information from a story. (Emergent Reading 4)	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (Book Knowledge & Appreciation 3)
4. Respond to literature using details from the story to make personal connections.	Initiate stories and respond to stories told or read aloud. (Emergent Reading 1)	Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. (Book Knowledge & Appreciation 1)
5. Listen to and look at literature for personal enjoyment.	Represent stories told or read aloud through various media or during play. (Emergent Reading 2)	Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. (Book Knowledge & Appreciation 2) Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back and understanding that a book has a title, author, and illustrator. (Book Knowledge & Appreciation 4)
II. WRITING		
A. Types of Writing **(Writing is addressed in the "Word Recognition, Analysis, and Fluency" section.)**		
B. Elements of Composition **(Standards under this heading may be locally determined.)**	Not applicable	Not applicable
C. Spelling, Grammar and Usage **<u>Standard</u>: The student will begin to recognize correct spelling and punctuation.**	Not applicable	Not applicable
The student will: 1. Use a period after sentences when prompted.	Not applicable	Not applicable
2. Use knowledge of basic phonics to spell.	Not applicable	Not applicable

LANGUAGE ARTS

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D. Research **(Standards under this heading may be locally determined.)**	Not applicable	Not applicable
E. Handwriting and Word Processing **Standard: The student will form letters and numbers.**	**Emergent Reading** **Emergent Writing**	**Early Writing** **Print Awareness & Concepts**
The student will: 1. Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences.	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas. (Emergent Writing 2)	Begins to represent stories and experiences through pictures, dictation, and in play. (Early Writing 2) Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3)
2. Correctly write the numbers zero through nine.	Engage in writing using letter-like symbols to make letters or words. (Emergent Writing 3)	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (Early Writing 3) Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (Early Writing 4)
3. Write left to right and top to bottom.	Show beginning understanding of concepts about print. (Emergent Reading 5)	Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3)
4. Print his/her first and last names.	Begin to copy or write own name. (Emergent Writing 4)	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (Early Writing 4)
III. SPEAKING, LISTENING AND VIEWING		
A. Speaking and Listening **Standard: The student will communicate effectively through listening and speaking.**	**Speaking** **Listening**	**Listening & Understanding** **Speaking & Communicating** **Phonological Awareness**
The student will: 1. Participate in and follow agreed-upon rules for conversation and formal discussions.	Listen with understanding to stories, directions, and conversations. (Listening 2)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1)
	Initiate, ask questions, and respond in conversation with others. (Speaking 6)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)
2. Follow two-step directions.	Follow directions that involve a two or three-step sequence of actions. (Listening 3)	Shows progress in understanding and following simple and multiple-step directions. (Listening & Understanding 2)

LANGUAGE ARTS

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3. Attend to and understand the meaning of messages.	Listen with understanding to stories, directions, and conversations. (Listening 2)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1)
	Initiate, ask questions, and respond in conversation with others. (Speaking 6)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)
4. Communicate needs, feelings and ideas to peers and adults.	Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words. (Speaking 1)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. (Speaking & Communicating 1)
	Communicate information using home language and/or English. (Speaking 2)	
	Speak clearly enough to be understood in home language and/or English. (Speaking 3)	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (Speaking & Communicating 4) For non-English-speaking children, progressing speaking English. (Speaking & Communicating 5)
	Initiate, ask questions, and respond in conversation with others. (Speaking 6)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)
5. Recite and respond to poems, rhymes and songs.	Listen with understanding to stories, directions, and conversations. (Listening 2)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1)
	Use language for variety of purposes. (Speaking 4)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)
6. Respond orally to language patterns in stories and poems.	Use language for variety of purposes. (Speaking 4)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)

LANGUAGE ARTS

Minnesota Kindergarten Academic Standards in <u>Language Arts</u>	**Minnesota Early Childhood Indicators of Progress in <u>Language and Literacy Development</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Language Development</u> and <u>Literacy</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
	Listen to and recognize different sounds in rhymes and familiar words. (Listening 4)	Shows increasing ability to discriminate and identify sounds in spoken language. (Phonological Awareness 1) Shows growing awareness of beginning and ending sounds of words. (Phonological Awareness 2) Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. (Phonological Awareness 3) Shows growing ability to hear and discriminate separate syllables in words. (Phonological Awareness 4) Associates sounds with written words, such as awareness that different words begin with the same sound. (Phonological Awareness 5)
7. Use voice level appropriate for language situation.	Not applicable	Not applicable
8. Ask and respond to questions.	Understand non-verbal and verbal cues. (Listening 1)	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. (Listening & Understanding 1) Understands an increasingly complex and varied vocabulary. (Listening & Understanding 3) For non-English-speaking children, progresses in listening to and understanding English. (Listening &Understating 4)
	Initiate, ask questions, and respond in conversation with others. (Speaking 6)	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. (Speaking & Communicating 1) Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults. (Speaking & Communicating 2)
B. Viewing **<u>Standard</u>: The student will become familiar with the structure of printed materials.**	**Emergent Reading**	**Book Knowledge & Appreciation** **Print Awareness & Concepts**
The student will: 1. Follow print (words and text) from left to right and top to bottom.	Show beginning understanding of concepts about print. (Emergent Reading 5)	Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3)
2. Turn pages sequentially from front to back.	Show beginning understanding of concepts about print. (Emergent Reading 5)	Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator. (Book Knowledge & Appreciation 4) Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. (Print Awareness & Concepts 3)

MATHEMATICS

Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
I. MATHEMATICAL REASONING		
<u>Standard</u>: Apply skills of mathematical representation, communication, and reasoning throughout the remaining four content strands.	**Mathematical Reasoning**	**Number & Operations**
The student will: 1. Create and solve word problems using actions, objects, words, pictures, or numbers.	Use simple strategies to solve mathematical problems. (Mathematical Reasoning 13)	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. (Number & Operations 1)
2. Estimate and check that answers are reasonable.	Use simple strategies to solve mathematical problems. (Mathematical Reasoning 13)	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. (Number & Operations 1)
3. Explain to others how a problem was solved.	Use simple strategies to solve mathematical problems. (Mathematical Reasoning 13)	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. (Number & Operations 1)
II. NUMBER SENSE, COMPUTATION, AND OPERATIONS.		
A. Number Sense **<u>Standard</u>: Represent quantities using whole numbers and understand relationships among whole numbers.**	**Number Concepts and Operations Measurement**	**Number & Operations**
The student will: 1. Count forward to 31, backward from 10.	Demonstrate increasing interest in and awareness of numbers and counting. (Number Concepts & Operations 1)	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. (Number & Operations 1) Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. ((Number & Operations 2)
	Demonstrate ability to count in sequence. (Number Concepts and Operations 3)	Develops increasing ability to count in sequence to 10 and beyond. (Number & Operations 3)
2. Count the number of objects in a set and identify the quantity.	Demonstrate understanding of one-to-one correspondence between objects and number. (Number Concepts and Operations 2)	Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. ((Number & Operations 2) Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. (Number & Operations 4)

MATHEMATICS

Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
3. Compare the number of objects in two or more sets.	Make comparisons between at least two groups of objects. (Measurement 12)	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. (Number & Operations 5)
	Demonstrate understanding of one-to-one correspondence between objects and number. (Number Concepts and Operations 2)	Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. ((Number & Operations 2) Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. (Number & Operations 4)
4. Given a number, identify one more or one less.	Demonstrate ability to count in sequence. (Number Concepts and Operations 3)	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. (Number & Operations 2) Develops increasing ability to count in sequence to 10 and beyond. (Number & Operations 3)
	Demonstrate ability to state the number that comes next up to 9 or 10. (Number Concepts and Operations 4)	Demonstrates increasing interest and awareness of numbers and counting as a means of solving problems and determining quantity. (Number & Operations 1)
	Demonstrate beginning ability to combine and separate numbers of objects. (Number Concepts and Operations 5)	Develops increased abilities to combine, separate, and name "how many" concrete objects. (Number & Operations 6)
B. Computation and Operation <u>Standard</u>: Add and subtract whole numbers up to 6 in real-world and mathematical problems.	**Number Concepts and Operations**	**Number & Operations**
The student will: 1. Recognize the number of objects up to 6, without counting.	Demonstrate understanding of one-to-one correspondence between objects and number. (Number Concepts and Operations 2)	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. (Number & Operations 2) Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. (Number & Operations 4)
	Demonstrate ability to state the number that comes next up to 9 or 10. (Number Concepts and Operations 4)	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. (Number & Operations 1) Develops increased abilities to combine, separate, and name "how many" concrete objects. (Number & Operations 6)
2. Add and subtract whole numbers up to 6, using concrete objects.	Demonstrate beginning ability to combine and separate numbers of objects. (Number Concepts and Operations 5)	Develops increased abilities to combine, separate, and name "how many" concrete objects. (Number & Operations 6)

MATHEMATICS

Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
III. PATTERNS, FUNCTIONS AND ALGEBRA		
A. Patterns and Functions **<u>Standard</u>: Sort, classify, and compare objects based on their attributes.**	**Patterns and Relationships**	**Patterns & Measurement** **Geometry & Spatial Sense**
The student will: 1. Sort objects in a set by one attribute such as size, shape, color, or thickness.	Sort objects into subgroups by one or two characteristics. (Patterns and Relationships 7)	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. (Geometry & Spatial Sense 4)
	Order or sequence several objects on the basis of one characteristic. (Patterns and Relationships 8)	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4)
2. Identify an object that does not belong in a set.	Sort objects into subgroups by one or two characteristics. (Patterns and Relationships 7)	Shows increasing abilities to match, sort, put in a series and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4)
3. Recognize, describe, and extend repeating patterns involving up to three elements using objects, pictures, sounds, or movements.	Recognize and duplicate simple patterns. (Patterns and Relationships 6)	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. (Patterns & Measurement 1)

MATHEMATICS

Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
B. Algebra (Algebraic Thinking) (Standards under this heading may be locally determined.)	**Not Applicable**	**Not Applicable**
IV. DATA ANALYSIS, STATISTICS AND PROBABILITY		
A. Data and Statistics **<u>Standard</u>: Depict data with objects and pictures.**	**Measurement** **Investigating**	**Patterns & Measurement** **Number & Operations** **Scientific Skills & Methods**
The student will: 1. Represent data about classmates or their surroundings by using objects or pictures.	Make comparisons between at least two groups of objects. (Measurement 12)	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. (Number & Operations 5)
	Make comparisons between objects that have been collected or observed. (Investigating 7)	Develops growing abilities to collect, describe and record information through a variety of measures, including discussion, drawings, maps and charts. (Scientific Skills & Methods 4)
B. Probability **(Standards under this heading may be locally determined.)**	**Not Applicable**	**Not Applicable**
V. SPATIAL SENSE, GEOMETRY, AND MEASUREMENT		
A. Spatial Sense **<u>Standard</u>: Understand meaning of terms used to describe location and placement of objects.**	**Patterns and Relationships**	**Geometry & Spatial Sense**
The student will: 1. Locate and describe placement of objects with terms such as: on, inside, outside, above, below, over, under, beside, between, in front of, behind, next to, top, bottom.	Use words that show understanding of order and position of objects. (Spatial Relationships/Geometry 10)	Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. (Geometry & Spatial Sense 5)

MATHEMATICS

Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
B. Geometry **<u>Standard</u>: Sort two- and three-dimensional shapes.**	**Patterns and Relationships** **Spatial Relationships/Geometry**	**Patterns & Measurement** **Geometry & Spatial Sense**
The student will: 1. Sort two- and three-dimensional shapes according to their geometrical attributes.	Sort objects into subgroups by one or two characteristics. (Patterns and Relationships 7)	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4)
	Identify and name common shapes. (Spatial Relationships/Geometry 9)	Begins to recognize, describe, compare, and name common shapes, their parts and attributes. (Geometry & Spatial Sense 1) Progresses in ability to put together and take apart shapes. (Geometry & Spatial Sense 2) Begins to be able to determine whether or not two shapes are the same size and shape. (Geometry & Spatial Sense 3)
C. Measurement **<u>Standard</u>: Understand terms and comparative language used in various measurement situations. Identify tools to measure time. Identify coins.**	**Patterns and Relationships** **Measurement** **Understanding the World**	**Patterns & Measurement** **Geometry & Spatial Sense**
The student will: 1. Compare and order objects by length, weight, volume, temperature, or size and use appropriate vocabulary such as longer than, holds more, smaller.	Order or sequence several objects on the basis of one characteristic. (Patterns and Relationships 8)	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4)
	Recognize objects can be measured by height, length, weight, and time. (Measurement 11)	Shows progress in using standard and non-standard measures for length and area of objects. (Patterns & Measurement 4)
2. Know that clocks and calendars are instruments to measure time.	Recognize objects can be measured by height, length, weight, and time. (Measurement 11)	Shows progress in using standard and non-standard measures for length and area of objects. (Patterns & Measurement 4)

MATHEMATICS		
Minnesota Kindergarten Academic Standards in <u>Mathematics</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Mathematical and Logical Thinking</u>** • **<u>Social Studies Understanding</u>** • **<u>Scientific Thinking and Problem Solving</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **<u>Mathematics</u>** • **<u>Science</u>** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
3. Recognize the following coins: penny, nickel, dime, and quarter.	Not Applicable	Not Applicable
4. Compare and order events based on time and use appropriate vocabulary such as yesterday, today, or tomorrow to describe relative time.	Begin to recall recent and past events. (Understanding the World 6)	
	Order or sequence several objects on the basis of one characteristic. (Patterns & Relationships 8)	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4)

ARTISTIC EXPRESSION

Minnesota Kindergarten-3 Academic Standards in <u>Artistic Expression</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Creativity and the Arts</u>** • **<u>Approaches to Learning</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Creative Arts</u>.** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
<u>Standard</u>: The student will understand and use artistic processes to create, perform, and interpret art works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.		
Dance	**Creating**	**Movement**
The student will: 1. understand the elements of dance, including action, space, time, and energy; 2. understand the characteristics of dance from a variety of cultures and historical times; 3. use basic movement skills in musical or rhythmic contexts; and 4. create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea.	Participate in creative movement, drama, and dance. (Creating 3)	Expresses through movement and dancing what is felt and heard in various musical tempos and styles. (Movement 1) Shows growth in moving in time to different patterns of beat and rhythm in music. (Movement 2)
Music	**Creating**	**Music**
The student will: 1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form; 2. understand the characteristics of music from a variety of cultures and historical times; 3. sing a varied repertoire of songs in a group; 4. improvise and compose on classroom instruments to communicate an idea; 5. play simple rhythms and melodies on classroom instruments; and 6. read and write music using a system of notation.	Participate in art and music experiences. (Creating 2)	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. (Music 1) Experiments with a variety of musical instruments. (Music 2)
Theater	**Imagination and Invention** **Creating**	**Dramatic Play** **Movement**
The student will: 1. understand the elements of theater, including plot, theme, character, language, sound, and spectacle; 2. understand the characteristics of theater from a variety of cultures and historical times;	Try out various pretend roles in play or with make-believe objects. (Imagination and Invention 3)	Participates in a variety of dramatic play activities that become more extended and complex. (Dramatic Play 1) Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. (Dramatic Play 2)

ARTISTIC EXPRESSION

Artistic Expression	**Minnesota Early Childhood Indicators of Progress in:** • **Creativity and the Arts** • **Approaches to Learning** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in Creative Arts.** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
3. use movement, sound, and language to create images and express ideas; 4. create characterizations of animals, objects, or shapes; and 5. communicate a story and character using voice, movement, costume, and props.	Participate in creative movement, drama, and dance. (Creating 3)	Expresses through movement and dancing what is felt and heard in various musical tempos and styles. (Movement 1) Shows growth in moving in time to different patterns of beat and rhythm in music. (Movement 2)
Visual Arts	**Creating**	**Art**
The student will: 1. understand the elements of visual art, including color, line, shape, form, texture, and space; 2. understand the characteristics of visual art from a variety of cultures and historical times. 3. use the tools, basic skills, and techniques of at least three different mediums; and 4. create original works of art to communicate ideas.	Use a variety of media and materials for exploration and creative expression (Creating 1)	Gains ability in using different art media and materials in a variety of ways for creative expression and representation. (Art 1) Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. (Art 2) Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. (Art 3)

SCIENCE		
Minnesota Kindergarten Academic Standards in <u>Science</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Scientific Thinking and Problem Solving</u>** • **<u>Mathematical and Logical Thinking</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Science</u>.** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
I. HISTORY AND NATURE OF SCIENCE		
B. Scientific Inquiry **<u>Standard</u>: The student will raise questions about the natural world.**	**Observing** **Questioning** **Investigating**	**Scientific Skills and Methods** **Scientific Knowledge**
1. The student will observe and describe common objects using simple tools.	Use senses to explore materials and the environment. (Observing 1) Express wonder about the natural world. (Questioning 3) Ask questions and seek answers through active exploration. (Questioning 4) Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to use senses and a variety of tools and simple measuring devises to gather information, investigate materials and observe processes and relationships. (Scientific Skills and Methods 1) Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. (Scientific Skills and Methods 2) Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. (Scientific Skills and Methods 4) Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. (Scientific Knowledge 1) Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. (Scientific Knowledge 4)
III. EARTH AND SPACE SCIENCE		
B. The Water Cycle, Weather and Climate **<u>Standard</u>: The student will observe weather changes.**	**Observing**	**Scientific Knowledge**
1. The student will describe daily and seasonal changes in weather.	Identify and/or describe objects by physical characteristics. (Observing 2)	Develops growing awareness of ideas and language related to attributes of time and temperature. (Scientific Knowledge 3)

SCIENCE		
Minnesota Kindergarten Academic Standards in <u>Science</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Scientific Thinking and Problem Solving</u>** • **<u>Mathematical and Logical Thinking</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Science</u>.** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
IV. LIFE SCIENCE		
B. Diversity of Organisms **<u>Standard</u>: The student will understand that there are living and nonliving things.**	**Observing** **Investigating** **Patterns and Relationships**	**Scientific Skills & Methods** **Scientific Knowledge** **Geometry & Spatial Sense** **Patterns & Measurement**
1. The student will compare and contrast living and nonliving things.	Identify and/or describe objects by physical characteristics. (Observing 2) Make comparisons between objects that have been collected or observed. (Investigating 7)	Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. (Scientific Skills and Methods 2) Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. (Scientific Skills and Methods 3) Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. (Scientific Skills & Methods 4) Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. (Scientific Knowledge 1)
2. The student will know simple ways that living things can be grouped.	Identify and/or describe objects by physical characteristics. (Observing 2) Make comparisons between objects that have been collected or observed. (Investigating 7) Sort objects into subgroups by one or two characteristics. (Patterns and Relationships 7)	Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. (Scientific Skills and Methods 2) Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. (Scientific Skills and Methods 3) Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. (Scientific Skills and Methods 4) Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. (Scientific Knowledge 1) Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. (Geometry & Spatial Sense 4) Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. (Patterns & Measurement 2) Begins to make comparisons between several objects based on a single attribute. (Patterns & Measurement 3)

SCIENCE		
Minnesota Kindergarten Academic Standards in <u>Science</u>	**Minnesota Early Childhood Indicators of Progress in:** • **<u>Scientific Thinking and Problem Solving</u>** • **<u>Mathematical and Logical Thinking</u>** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in <u>Science</u>.** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
G. Human Organism **<u>Standard</u>: The student will understand people have five senses that can be used to learn about the environment.**	**Observing** **Questioning**	**Scientific Skills & Methods** **Scientific Knowledge**
1. The student will observe and describe the environment using the five senses.	Use senses to explore materials and the environment. (Observing 1) Ask questions and seek answers through active exploration. (Questioning 4) Make predictions about objects and natural events. (Questioning 5)	Begins to use senses and a variety of tools and simple measuring devises to gather information, investigate materials and observe processes and relationships. (Scientific Skills and Methods 1) Begins to describe and discuss predictions, explanations and generalizations based on past experiences. (Scientific Skills and Methods 5) Expands knowledge of and respect for their body and the environment. (Scientific Knowledge 2)

HISTORY AND SOCIAL STUDIES

Minnesota Kindergarten-3 Academic Standards in History and Social Studies	**Minnesota Early Childhood Indicators of Progress in:** • **Social Systems Understanding** • **Mathematical and Logical Thinking** • **Scientific Thinking and Problem Solving** • **Social and Emotional Development** • **Physical and Motor Development** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **Social and Emotional Development** • **Mathematics** • **Science** • **Physical Health & Development** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
I. U.S. HISTORY		
A. Family Life Today and In The Past **Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.**	**Human Relationships** **Understanding the World**	**Knowledge of Families and Communities**
1. Students will compare family life in his or her community from earlier times and today. 2. Students will compare family life in at least three distant places and times.	Understand various family roles, jobs, rules, and relationships. (Human Relationships 2) Begin to recall recent and past events. (Understanding the World 6)	Develops ability to identify personal characteristics including gender, and family composition. (Knowledge of Families and Communities 1)
3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.	Begin to recall recent and past events. (Understanding the World 6) Begin to understand uses of media and technology and how they affect their lives. (Understanding the World 8)	
B. Famous People and Events in U.S. History **Standard: The student will recognize people and events that made significant contributions in U.S. History.**	**Understanding the World**	
1. Student will know individuals and groups associated with key turning points in U.S. History.	Begin to recall recent and past events. (Understanding the World 6)	
C. Many Peoples and Cultures Meet in the Making of North America. **Standard: The student will demonstrate knowledge of the people who settled in North America.**	**Human Relationships** **Understanding the World**	
1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. 2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.	Recognize and appreciate similarities and differences between self and others from diverse backgrounds. (Human Relationships 1) Begin to recall recent and past events. (Understanding the World 6)	

HISTORY AND SOCIAL STUDIES

Minnesota Kindergarten-3 Academic Standards in History and Social Studies	**Minnesota Early Childhood Indicators of Progress in:** • **Social Systems Understanding** • **Mathematical and Logical Thinking** • **Scientific Thinking and Problem Solving** • **Social and Emotional Development** • **Physical and Motor Development** *(These indicators are intended as a guide for children in the preschool period of ages 3 to 5.)*	**Head Start Child Outcomes Framework in:** • **Social and Emotional Development** • **Mathematics** • **Science** • **Physical Health & Development** *(This framework is intended as a guide for children in the preschool period of ages 3 to 5.)*
III. WORLD HISTORY		
A. Family Life Today and in the Past **Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.**	**Human Relationships** **Understanding the World**	**Knowledge of Families & Communities**
1. Students will compare family life in their own communities from earlier times and today. 2. Students will compare family life in at least three distant places and times.	Understand various family roles, jobs, rules, and relationships. (Human Relationships 2) Begin to recall recent and past events. (Understanding the World 6)	Develops ability to identify personal characteristics including gender, and family composition. (Knowledge of Families and Communities 1)
3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.	Begin to recall recent and past events. (Understanding the World 6) Begin to understand the uses of media and technology and how they affect their lives. (Understanding the World 8)	
B. Civilizations in World History **Standard: The student will demonstrate knowledge of the historical development of past cultures around the world.**	**Human Relationships** **Understanding the World**	**Knowledge of Families & Communities**
1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.	Recognize and appreciate similarities and differences between self and others from diverse backgrounds. (Human Relationships 1) Begin to recall recent and past events. (Understanding the World 6)	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. (Knowledge of Families & Communities 2)
C. Famous People in World History **Standard: The student will recognize individuals or groups that have shaped the world.**	**Human Relationships** **Understanding the World**	**Knowledge of Families & Communities**
1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.	Recognize and appreciate similarities and differences between self and others from diverse backgrounds. (Human Relationships 1) Begin to recall recent and past events. (Understanding the World 6)	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. (Knowledge of Families and Communities 2)

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IV. HISTORICAL SKILLS		
A. Concepts of Time **Standard: The student will demonstrate chronological thinking.**	**Understanding the World**	
1. Students will define and use terms for concepts of historical time. 2. Student will place events in chronological order and construct timelines.	Begin to recall recent and past events. (Understanding the World 6)	
B. Historical Resources **Standard: The student will understand that we can learn about the past from different sorts of evidence.**	**Understanding the World**	
1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.	Begin to recall recent and past events. (Understanding the World 6)	
V. GEOGRAPY		
A. Concepts of Location **Standard: The student will use directional and positional words to locate and describe people, places and things.**	**Investigating** **Spatial Relationships/Geometry**	**Knowledge of Families & Communities** **Scientific Skills & Methods** **Geometry & Spatial Sense**
1. Students will describe the location of people, places and things by using positional words.		Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4)
2. Students will use maps and globes to locate places referenced in stories and real life situations.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)
3. Students will explain that an address locates a specific place.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4)

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4. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)
5. Students will use the equator and poles as reference points to describe locations.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)
6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.	Use words that show understanding of order and position of objects. (Spatial Relationships/Geometry 10)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind. (Geometry & Spatial Sense 5)
A. Concepts of Location **Standard: The student will demonstrate working knowledge of the cardinal directions.**	**Spatial Relationships/Geometry**	**Knowledge of Families & Communities** **Geometry & Spatial Sense**
1. Students will use cardinal and intermediate directions to locate places.	Use words that show understanding of order and position of objects. (Spatial Relationships/Geometry 10)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind. (Geometry & Spatial Sense 5)

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B. Maps and Globes **Standard: The student will use and create maps and globes to locate people, places and things.**	**Investigating**	**Knowledge of Families & Communities** **Scientific Skills & Methods**
1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. 2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe. 3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. 4. Students will locate the continents and oceans on a map of the world and a globe. 5. Students will recognize the outline shape of the contiguous United States. 6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)
B. Maps and Globes **Standard: The student will use maps and globes to demonstrate specific geographical knowledge.**	**Investigating** **Understanding the World**	**Knowledge of Families & Communities** **Scientific Skills & Methods**
1. Students will locate on a map the major world countries, states and major cities of the United States.	Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devises to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)

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2. Students will use an atlas to locate geographic information.	Identify characteristics of the places where they live and play within their community. (Understanding the World 7) Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment. (Investigating 6)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4) Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. (Scientific Skills & Methods 1)
C. Physical Features and Processes **Standard: The student will distinguish between physical and human-made features of places on the Earth's surface.**	**Understanding the World**	**Knowledge of Families & Communities**
1. Students will name and locate physical features of the Untied States, including places about which they have read. 2. Students will name and locate major human-made features of the United States, including features about which they have read.	Identify characteristics of the places where they live and play within their community. (Understanding the World 7)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4)
C. Physical Features and Processes **Standard: The student will identify specific landforms and waterways on a map using geographical terms.**	**Understanding the World**	**Knowledge of Families & Communities**
1. Students will locate major river systems and mountain ranges on continents studied. 2. Students will explain and use introductory geographical terms.	Identify characteristics of the places where they live and play within their community. (Understanding the World 7)	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community. (Knowledge of Families & Communities 4)
VI. ECONOMICS		
A. Economic Choices **Standard: The student will understand that economic choices are necessary in life.**	**Human Relationships** **Physical Health and Well-Being**	**Health Status & Practices**
1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 2. Students will explain that money can be used to buy goods and services.	Understand various family roles, jobs, rules, and relationships. (Human Relationships 2) Follow basic health and safety rules (Physical Health and Well-Being 2)	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities. (Health Status & Practices 4)

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3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs). 5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.		
B. Producers and Consumers **Standard: The student will understand the relationship between consumers and producers in regards to goods and services.**	**Human Relationships** **Understanding the World**	
1. Students will distinguish between producers and consumers and between goods and services.	Understands various family roles, jobs, rules, and relationships. (Human Relationships 2)	
2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.	Understands various family roles, jobs, rules and relationships. (Human Relationships 2) Share responsibility in taking care of their environment. (Understanding the World 5)	
VII. GOVERNMENT AND CITIZENSHIP		
A. Civic Values, Skills, Rights and Responsibilities **Standard: The student will describe civic values, rights and responsibilities in a republic.**	**Social Competence and Relationships**	**Self Control**
1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.	Begin to understand others' rights and privileges. (Social Competence and Relationships 6)	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)
2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.	Begin to understand others' rights and privileges. (Social Competence and Relationships 6) Use words and other constructive strategies to resolve conflicts. (Social Competence and Relationships 9)	Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. (Self Control 1) Develops growing understanding of how their actions affect others and begins to accept others and begins to accept the consequences of their actions. (Self Control 2) Demonstrates increasing capacity to follow rules and

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		routines and use materials purposefully, safely, and respectfully. (Self Control 3)
A. Civic Values, Skills, Rights and Responsibilities **Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.**	**Human Relationships** **Social Competence and Relationships** **Self-Concept**	**Knowledge of Families & Communities** **Self Control**
1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives.	Participate in activities to help others in the community. (Human Relationships 3) Begin to participate successfully as a member of a group. (Social Competence and Relationships 4) Use play to explore, practice, and understand social roles and relationships. (Social Competence and Relationships 5) Begin to understand others' rights and privileges. (Social Competence and Relationships 6)	Develops growing understanding of how their actions affect others and begins to accept others and begins to accept the consequences of their actions. (Self Control 2) Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)
2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.	Participate in activities to help others in the community. (Human Relationships 3) Develop an awareness of self as having certain abilities, characteristics, and preferences. (Self-Concept 3) Begin to participate successfully as a member of a group. (Social Competence and Relationships 4) Begin to understand others' rights and privileges. (Social Competence and Relationships 6)	Develops growing understanding of how their actions affect others and begins to accept others and begins to accept the consequences of their actions. (Self Control 2) Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)
3. Students will explain the importance of voting and how one vote can make a difference.	Participate in activities to help others in the community. (Human Relationships 3)	
4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.	Recognize and appreciate similarities and differences between self and others from diverse backgrounds. (Human Relationships 1) Participate in activities to help others in the community. (Human Relationships 3)	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. (Knowledge of Families & Communities 2)
B. Beliefs and Principles of United States Democracy **Standard: The student will understand the role of government, rules, and law and why we have them.**	**Physical Health and Well Being** **Social Competence and Relationships**	**Health Status & Practices** **Self Control**

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1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. 3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.	Follow basic health and safety rules. (Physical Health and Well Being 2) Begin to participate successfully as a member of a group. (Social Competence and Relationships 4) Begin to understand others' rights and privileges. (Social Competence and Relationships 6) Use words and other constructive strategies to resolve conflicts. (Social Competence and Relationships 9)	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities. (Health Status & Practices 4) Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. (Self Control 1) Develops growing understanding of how their actions affect others and begins to accept others and begins to accept the consequences of their actions. (Self Control 2) Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)
B. Beliefs and Principles of Untied States Democracy **Standard: The student will know key symbols, songs and locations that represent our nation and state.**	**Understanding the World**	
1. Students will recognize the symbols, songs, locations that uniquely identify our nation.	Begin to recall recent and past events. (Understanding the World 6)	
C. Roots of the Republic **Standard: The student will understand the importance of key founding documents of the U. S.**	**Understanding the World** **Social Competence and Relationships**	**Self Control**
1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	Begin to recall recent and past events. (Understanding the World 6) Begin to understand others' rights and privileges. (Social Competence and Relationships 6)	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)
C. Roots of the Republic **Standard: The student will become familiar with statesmen and their leadership and guidance of the republic.**	**Understanding the World**	
1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	Begin to recall recent and past events. (Understanding the World 6)	

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Governmental Institutions and Processes of the Untied States **Standard: The student will know basic functions of government.**	**Understanding the World**	**Knowledge of Families & Communities**
1. Students will describe examples of specific services provided by government. 2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.	Recognize and describe the roles of workers in the community. (Understanding the World 4) Begin to recall recent and past events. (Understanding the World 6)	Develops growing awareness of jobs and what is required to perform them. (Knowledge of Families & Communities 3)