

SAT 10 Alignment
Kindergarten
Citizenship: Living In My World

The Kindergarten program is based on an outgrowth of children's own life experiences. Changes that occur in their lives, in the history of the school, and in their community provide a foundation for understanding events in the past, present, and future. Initial citizenship education includes the importance of following rules and respecting rights of other people. Learning is enhanced when information is presented in a thematic, interdisciplinary approach with emphasis on flexibility, attention to individual learning styles, and active participation in learning. Students are also exposed to the concepts of self-control, justice, courage, heroism, and leadership. Because many of the elements and concepts of social studies are abstract, the use of literature is encouraged to make events more meaningful to children. Through the excitement of discovery and exploration, students will develop individual and group responsibility toward humanity and the environment.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills QUESTIONS...5

Students will

1. Develop initial map and globe skills. Stanford 10
 - Location: Describe self in spatial relationship to other people and objects in the room.
Examples: locating the teacher's desk on a map of the classroom, drawing a circle-time picture showing seating of students
 - Direction: Give and follow verbal instructions related to classroom positions (front, back).
Example: taking turns in front of the line when traveling through the school
 - Distance: Estimate distance using non-standard measures.
Example: measuring length of classroom using book lengths
 - Scale: Compare the differences in size between a person/object and a representation of same.

2. Develop an awareness of map and globe representations.
Examples: using play dough to create a replica of ocean and land masses;
demonstrating mapping from a bird's-eye view by showing apples at

eye level on a table and on the floor, then comparing the different views; reading *As the Crow Flies* by Gail Hartman

Information Literacy

3. Develop initial ability to display information in graphic form. Stanford 10
 - Graphs
Example: making a pictograph of the methods of transportation used in getting to and from school
 - Maps
Example: making a map of the playground as a treasure map for locating hidden treasure
 - Globes
Examples: observing different sizes of globes, noting features such as land forms and water
 - Time lines
Example: recording events on time lines such as holidays, projects, programs, daily news, yesterday, today, tomorrow
 - Models
Example: constructing homes and school using large blocks and props
4. Locate new information and express understanding of the new information in various classroom projects.
 - Examples: Projects—creating a variety of table-top models of houses from around the world, designing local neighborhoods using large appliance boxes, constructing animal homes utilizing various resources
 - Research Resources—pictures, posters, charts, storybooks, fact books, trade books, songs, music, maps and globes, cooperative planning, media center use, computer and technological tools, guest speakers, field trips

Civic Awareness

5. Develop an awareness that school is a safe place for learning and working.
 - Examples: *Will I Have a Friend?* by Miriam Cohen,
Annabelle Swift, Kindergartner by Amy Schwartz
6. Develop an awareness of the reasons for rules in the school setting. Stanford 10
 - Examples: suggesting rules, abiding by rules, understanding reasons for rules, helping make group decisions, developing conflict resolutions

7. Exhibit behaviors that are part of responsible civic life in the school setting resulting in harmonious and socially satisfying relationships with others. Stanford 10
 - Sharing
 - Considering the rights, ideas, and feelings of others
 - Using good manners
 - Taking turns
 - Doing chores
 - Following rules and laws
 - Accepting consequences

8. Contribute to solutions of problems that arise in the school setting. Stanford 10
Examples: sharing scarce resources, sharing space with others, sharing the teacher with others, bringing activities to conclusion

9. Become aware of patriotism, country, flag, the Pledge of Allegiance, and patriotic songs.
Stanford 10

10. Exhibit personal responsibility for the care of the physical environment. Stanford 10
Examples: classroom supplies, personal property, school campus, property of others, use of biodegradable products, gardening, anti-litter projects

11. Discover characters and events from literature that demonstrate the impact of one person's behavior upon another. Stanford 10
 - Consequences of helping others
 - Consequences of hurting othersExample: *Rainbow Fish* by Marcus Pfister

12. Develop an awareness of character traits that appear in literature.
 - Selected stories
 - Nursery rhymes
 - Poetry
 - Fables
 - Folk talesExamples: *Frog and Toad Are Friends* by Arnold Lobel, *Berenstein Bears and the Truth* by Stan and Jan Berenstain, *Arthur's Eyes* by Marc Brown

13. Associate behavioral choices with their resulting impact on self and others. Stanford 10
Example: *Me Too!* by Mercer Mayer

14. Begin to develop an awareness of local laws and enforcing officials. Stanford 10
Example: a visit from a policeman, local judge, sheriff

15. Become aware of safety signs and workers performing safety roles in school and the community. Stanford 10

Example: *I Read Signs* by Tana Hoban

Geographic Awareness

16. Increase awareness of various environments. Stanford 10

- Home
- School
- Neighborhood
- Farm

Example: *Little House* by Virginia Lee Burton and *Rooster's Off To See The World* by Eric Carle

17. Become familiar with the physical features of the school and the surrounding locality. Stanford 10

- Location
Examples: crosswalk near the school, flagpole
- Place
Examples: hilly, flat
- Physical systems
Example: trees and grass on a playground
- Human systems
Example: transportation route from home to school
- Environment and society
Example: improvement of the school neighborhood
- Regions
Example: model of neighborhood with school, houses, shopping areas

18. Relate the effects of weather and seasons on daily living.

- Personal/family
- School grounds
- Rural/farms

19. Develop an awareness of the reasons for changes in the environment. Stanford 10

- Weather
- Time
- Human alteration
 - Positive
 - Negative

20. Demonstrate the ability to construct models of physical structures in the immediate environment.

Examples: three-dimensional floor map, table-top models

Economic Awareness

21. Identify various workers and their roles in the community. Stanford 10

Example: *The Jolly Postman* by Janet and Allen Ahlberg

22. Distinguish between goods and services. Stanford 10

Example: creating goods and tangible items made from play dough

23. Distinguish between wants and needs. Stanford 10

24. Distinguish between producers and consumers. Stanford 10

Example: using role-playing at a lemonade stand

25. Describe ways that people in various group settings satisfy wants and needs. Stanford 10

- Trading
- Purchasing
- Savings

Example: short drama of a customer buying merchandise in a store

26. Identify human-made and natural resources. Stanford 10

- Energy
- Water
- Trees
- Soil
- Books

27. Trace the production of a product from beginning to end.

Example: *Charlie Needs A Cloak* by Tomie DePaola

Historic Awareness

28. Begin to compare different forms of communication from the past and the present in different times. Stanford 10

Examples: Pony Express, telegraph, sending letters by ship, telephone, E-mail

29. Begin to compare different forms of transportation from the past and the present in different times. Stanford 10
Examples: *Things That Go: A Traveling Alphabet* by Seymour Reit, *Airport* by Byron Barton, *Bernie Drives A Truck* by Derek Radford
30. Recognize growth in one's life.
Examples: portfolio, personal history booklets with height and weight charts, pictures taken throughout the year, samples of work
31. Compare and contrast the lives of fictional and non-fictional children in stories of the past and present. Stanford 10
Examples: *Young Squanto: The First Thanksgiving* by Andrew Woods, *When I Was Young in the Mountains* by Cynthia Rylant
32. Recognize important historical figures in American history through songs, poetry, literature, and drama. Stanford 10
33. Develop an awareness of current events. Stanford 10
- Self
 - Family
 - Class
 - Community
 - World

Cultural Awareness

34. Develop an awareness of the uniqueness of individuals.
Examples: characteristics, basic emotions, capabilities
35. Develop an awareness of how people are the same and yet different.
Example: *It Takes A Village* by Fletcher Cowen
36. Build an understanding of different cultures through the exploration of holidays, customs, and traditions. Stanford 10
Examples: singing Irish folksongs — “Michael Finnegan,” reading *My Home Country: Ireland Is My Home* by Gini Holland
37. Develop an awareness of the lives of children in other places. Stanford 10
Example: *Gilberto and the Wind* by Marie Hall Ets

These were not included in this course: Environment
Geography: Identify a material for recycling
Evaluate an appropriate mode of communication

Political Science: Understand the responsibilities of a citizen

Life: Identify organisms that are similar in structure
Identify basic structures and their functions in organisms
Predict animal behavior based on an understanding of structure and function
Identify habits required to maintain health
Recognize that some animals depend on plants for food and others on animals

Earth: Understand that Earth provides the resources people need
Predict environmental conditions based on an understanding of plant structures and functions
Understand the effects of the sun's position on shadows

Physical: Predict changes due to pushing or pulling
Determine a basic property of matter
Differentiate between natural and artificial objects
Identify examples of different states of matter

Science Process Skills: Use basic measurement instruments
Use observations to determine motion of objects