

Behavioral Science – The student will understand the actions and reactions of humans and how they interact in groups. (21 st -E, T)		
Culture Standard (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. understands that people grow and change over time. 2. understand that similarities and differences among people make them unique. 3. is able to describe cause and effect of personal choices in the classroom. ★ (21 st -E, T)	I can... 1. tell examples of how I have grown and/or changed over time. 2. tell how people are alike and different and why that makes them special. 3. share how my choices will affect what will happen to me.	1. drawing, verbal response to: “What I can do now that I was not able to do when I started Kindergarten?”, When I was a Baby Graphic Organizer 2. draw, write, or verbalize “Why/how am I special?” 3. cause/effect graphic organizer such as a fishbone diagram, observation of student’s choices, verbal/pictorial response to similar situation in literature

- ☞ = opportunities to integrate Technology Literacy
- ★ = SEB assesses this skill
- ☑ = technology assesses this skill
- ☒ = not reported

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- (21st -E)=Employability Skills
- (21st -T)=Technology Literacy
- (21st -C)=Civic Literacy
- (21st -H)=Health Literacy

Economics – The student will understand the production, distribution, and consumption of goods and services. (21st -F) Culture; People, Places, & Environments; Production, Distribution, and Consumption; Science, Technology, and Society Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. identifies wants and needs of self. ☞ (21 st -F) 2. shares resources to help others. (21 st -E) 3. identifies and describes community helpers in our neighborhoods. 4. uses technology at school and home to communicate. 📱 (21 st -T)	I can... 1. tell the difference between things I want and things I need. 2. share supplies and toys with others. 3. tell about community helpers. 4. use technology to share my ideas.	1. drawings, verbal response, journal response, 2 column Wants and Needs “T” Chart , “T” chart using Pixie. 2. role play sharing situations, anecdotal observation records. 3. lotus showing 3 things about police, fire fighter, school personnel, helper and tool picture match up. 4. print-out of computer generated story or picture, demonstrating phone dialing/talking skills

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Geography – The student will understand the interaction between people and their environments. Culture; People, Places, & Environments Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. can verbalize their address and phone number and describe its importance. (21 st -T) 2. understands that personal choices when disposing of or taking care of resources affects the environment. (21 st -E)	I can... 1. tell my address and phone number and why it is important to know both. 2. tell why it is important to reduce, recycle, and reuse resources.	1. verbalizes address/phone number to adult; track progress on lotus (I know.... my address, my phone number etc.) Need to know one phone number and address. 2. observation of reducing/recycling/reusing, drawing a cause and effect picture, describing 1-2 ways a resource can be reduced/recycled/reused

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History – The student will understand the study and analysis of the past and how it can impact current and future events. (21 st -T) Culture; Time, Continuity, and Change Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. understands this differences between past and the present. 2. knows that people have different traditions and cultural backgrounds. (21 st -F) 3. identifies how people have impacted history. 4. describes how my family and I have changed over time.	I can... 1. use books, photos, people, or objects to show what is different about then and now. 2. share how families are alike and different. 3. tell how people have changed the way we do things. 4. tell how my family and I have changed over time.	1. drawings, journal entries, verbalizations; Then and Now “T Chart , accordion fold timeline, Then and Now picture and object sort 2. picture compare and contrast graphic organizer, compare student tradition drawing to a classmates drawing 3. KWL charts 4. child places series of photographs in chronological order, create a timeline

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Political Science / Civic Literacy – The student will understand the role, development, and authority of government. The student will understand the rights and responsibilities of being a citizen. (21st -C) Power, Authority, and Governance; Civic Ideals and Practices Standards (National Council of Social Studies)		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. understands their role in creating and following of classroom rules. 2. understands how to solve problems and make decisions within the classroom and school community. ★ (21 st -E) 3. has awareness of events beyond home and school.	I can... 1. tell how we made our classroom rules and how to follow them. 2. make good choices and solve my own problems in the classroom. 3. tell about things that happen outside of my family and school.	1. verbal, written, or pictorial representation of how a rule applies to a situation; observation of compliance to classroom rules. 2. observation of child's ability to make ongoing appropriate decisions and use of problem solving strategies, Brainstorm Web graphic organizer 3. share current events during community circle

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