GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources	
HISTORY				1	
H2 Living and Working Together - Use historical thinking to understand the past.					
K – H2.0.1	Distinguish among yesterday, today,	Unit 1: Lesson 3 – I know about Time	yesterday, today,		
	tomorrow.		tomorrow		
K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	Unit 1: Lesson 4 – I Have a Past	past, present, future	Book: "When I Was Little" By Jamie Lee Curtis Packet: My Book About Me	
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	Unit 1: Lesson 2 – I Go to School	beginning, middle, end		
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	Unit l: Lesson 4 – I Have a Past		WS (Worksheet) – Special You, Special Me!	
GEOGRAPHY					
G1	The World in Spatial Terms - <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>				
K – G1.0.1	Recognize that maps and globes represent places.	Unit 2: Lessons 3, 4 & 5 – Maps & Globes Represent Places	map, globe	Books: "Map Search" by Daniel Shepard, "Our Big Home" by Linda Glaser, "The Earth and I" by Frank Asch WS – Make an Earth Mobile, Michigan Map, Looking Down From the Sky, Looking at Brian's Community	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	Unit 2: Lesson 1 – Locating Places & Things	up, down, in, out, above, below	WS – Right and Left Signs, Different Size Communities, Signs	
G2	Places and Regions – Understand how regions are created from common physical and human characteristics.				
K – G2.0.1	Identify and describe places in the immediate environment (e.g., classroom, home, playground).	Unit 1: Lesson 2 – I Go to School Unit 2: Lesson 2 – Describing Important Places		Books: "Off to Kindergarten" by Tony Johnston, Molly McSholly Conquers Kindergarten" by Tracy Uttley WS – Build-a-House, Police Station, Public Library, Fire Station, Kindertown, Post Office, My House, Trees,	

Community Comm	GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources	
Mailbox & Family						
Environment and Society - Understand the effects of human-environment interactions.						
Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing). Unit 2 - Lesson 6 - Gifls from our Earth Worksheet p. 224 "Whose Home is It?" Books: "Pumpkin," by Jeanne Titherington, "Red Leaf, Yellow Leaf" by Lois Ehlert WS - Different Types of Shelter, Community Diorama, Make Your Own Street Signs, Make a Personal Mural, Field Trip Maze					Mailbox & Family	
meet human needs and wants (e.g., food, shelter, clothing). Worksheet p. 224 "Whose Home is It?" Shelter, Colding). Worksheet p. 224 "Whose Home is It?" Shelter, Colding). Worksheet p. 224 "Whose Home is It?" Shelter, Community Diorama, Make Your Own Street Signs, Make a Personal Mural, Field Trip Mare CIVICS AND GOVERNMENT C2 Values and Principles of American Democracy - Understand values and principles of American constitutional democracy. K - C2.0.1 Identify our country's flag as an important symbol of the United States. Identify our country's flag as an important symbol of the United States. K - C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety). K - C2.0.3 Describe fair ways for groups to make decisions. C5 Roles of the Citizen in American Democracy - Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating Wint I Lesson 1 - I am a Person, Lesson 6 - I am demonstrate fleging and invidual lemostrates of the Citizen and the Mel' By Anney Carlson Worksheet p. 224 "Whose Home is It?" Plumpfair Wa Fled I eaf. Telelow Triberious Aperican Constitutional democracy Pumpfair Wa Fled I eaf. Telelow Triberious Aperican Constitutional democracy Intheringent Was Participating Worksheet p. 224 "Whose Home is It?" Shelter. Consumity Diorama, Make Your Own Street Signs, Make a Personal Mural, Field Trip May American Citizens Pumpfair Was Point Meer Own American Constitutions Pumpfair Was Participating Was Our Rights as U.S. Citizens Responsible Responsible None: Tike Me!" By Anney Carlson			the effects of human-environment interaction			
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TY '. 4 T A D ' D 'II					Nancy Carlson	
		responsibility (e.g., caring for a pet,	Unit 4: Lesson 2 – Being Responsible		WS – Classroom Rules,	

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	completing chores, following school rules,	, , , , , , , , , , , , , , , , , , ,	,	Classify Rule Pictures,
	working in a group, taking turns).			Traffic Lights
ECONOM	IICS			
E 1	Market Economy - Use fundamental pr	inciples and concepts of economics to under	stand economic a	ctivity in a market
	economy.	 		
K - E1.0.1	Describe economic wants they have experienced.	Unit 3: Lesson 1 – My Needs & Wants	wants	Book: "If You Give a Pig A Pancake" by Laura Numeroff WS – Wants & Needs
K - E1.0.2	Distinguish between goods and services.	Unit 3: Lesson 2 – Goods & Services	goods, services	WS – Things I Want! Things I Need! Worker Puppets, I'm a Bus, Police Car, Police Officer, Puppet Friends, What Do These Workers Do, Work That People Do, Make Before and After Scenes, I Can Tell About Community Workers, People in Our Community, Career Day, When I Grow Up Farm to Factory Game Workers and Tools Folder Game
K - E1.0.3	Recognize situations in which people trade.	Unit 3: Lesson 3 - Trade	trade	Book: "Was it a Good Trade?" byBeatrice Schenk De Regniers
PUBLIC:	DISCOURSE, DECISION MAKIN	G, AND CITIZEN INVOLVEMENT	Γ	
P3.1		sues - Clearly state a problem as a		issue, analyze various
		luate possible alternative resolutions.	. ,	•
K – P3.1.1	Identify classroom issues.	Unit 4: Lesson 4 – Talking about Problems	issue	
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	Unit 4: Lesson 2 – Being Responsible, Lesson 4 – Talking About Problems	graphs	Book: "Talk and Work it Out" by Cheri J. Meiners
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	Unit 4: Lesson 5 – Working Together to Solve Problems	viewpoint	Public/Community Issues for discussion WS – Everybody Has Feelings, Good For You!
P3.3		ublic Issue - Communicate a reasoned	position on a pu	ıblic issue.
K – P3.3.1	Express a position on a classroom issue.	Unit 4: Lesson 5 – Working Together to Solve Problems		

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
P4.2	Citizen Involvement - Act constructively to further the public good.			
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Unit 4: Lesson 6 – Making a Difference, Lesson 7 – Making a Difference		WS – Community Posters
K – P4.2.2	Participate in projects to help or inform others.	Unit 4: Lesson 6 – Making a Difference, Lesson 7 – Making a Difference		