

# Pre-K State Goal 14

**State Goal 14: Understand political systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Pre-K:</b>                      PK.14.01                      Describe rules that help children treat each other fairly. (14A)</p>	<p>Discuss class and school rules, and explain the importance of each.</p>	<p>Physical Education: Play outdoor games with simple rule structures (i.e., Simon Says, Red Light/Green Light).</p>
<p>PK.14.02                      Demonstrate ways students help each other (e.g., taking turns and sharing). (14A)</p>	<p>Describe the importance of taking turns and sharing. Express how you feel when others treat you fairly.</p>	<p>Art: Make a poster illustrating positive behaviors, such as taking turns and sharing.</p>
<p>PK.14.03                      Identify the name of our country. (14F)</p>	<p>Complete the following sentence:                      The name of my country is the (United States of America).</p>	<p>Physical Education: Have a patriotic parade. March around the classroom to patriotic music, such as Stars and Stripes Forever.</p>
<p><b>Significant to Develop at Pre-K:</b>                      PK.14.04                      Talk about the people who help others in a community. (14C)</p>	<p>Fold a piece of paper into four sections. Then draw four different pictures showing different things that a community helper, such as a firefighter or police officer, might do during the day. Then use the drawings to tell a story about what the worker does to help in the community.</p>	<p>Theater: Play community helper charades as a class. Dress up as a community leader and tell how the leader helps others. Classmates will guess the community helper.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>PK.14.05 Identify rules. (14C)</p>	<p>Name times in which children follow rules.</p>	<p>Physical Education: Play outdoor games with simple rule structures, such as Simon Says and Red Light, Green Light.</p>
<p>PK.14.06 Recognize the flag of the United States. (14F)</p>	<p>Talk about the three colors of the flag of the United States. Then count how many stripes are on the flag.</p>	<p>Language Arts: Use sentence strips with the words God bless America, land of the free on them. Circle the letters on the sentence strips that spell the word flag.</p>
<p>PK.14.07 Learn the Pledge of Allegiance. (14F)</p>	<p>Talk about ways people show respect to the flag while saying the Pledge of Allegiance, such as taking off hats and placing a hand over their chest.</p>	<p>Language Arts: Practice placing your right hand over your heart, facing the flag, and saying the Pledge of Allegiance.</p>
<p><b>Useful to Work on at Pre-K:</b> PK.14.08 Name one leader in your family and one leader you know at school. (14B)</p>	<p>Name people in families and discuss their jobs and their roles in that family.</p>	<p>Physical Education: Play a game of Simon Says where the leader asks the group to perform calisthenics, such as jumping jacks.</p>

# Pre-K State Goal 15

**State Goal 15: Understand economic systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Pre-K:</b>            PK.15.01            Tell what kinds of jobs people have. (15A)</p>	<p>Categorize jobs that provide goods, such as grocer or shoemaker and jobs that provide services, such as postal worker or food server.</p>	<p>Art: Make a class mural, showing the jobs people have who work at your school. Then invite the workers to the classroom, and talk with them about the mural.</p>
<p>PK.15.02            Explain why people have jobs. (15A)</p>	<p>Complete the following sentence:            Most people work to earn (money) to buy the things they want and need.</p>	<p>Math: Create a picture graph titled Our Favorite Jobs. Draw on a sticky note a job. Use the sticky notes on chart paper to create a picture graph. Count the pictures to determine how many children want each kind of job.</p>
<p>PK.15.03            Begin to understand that shoppers make choices. (15B)</p>	<p>Set up a classroom store. Place a price tag on each item in the store. Before making a purchase, remember to first look, then to think, and then to choose. After making a choice, share why you made that choice.</p>	<p>Music: Sing the words and actions to this version of “If You’re Happy and You Know It”:            When you’re shopping in a store, think and choose. (clap, clap)            When you’re shopping in a store, think and choose. (clap, clap)            You can’t have everything, so you have to think and choose.            When you’re shopping in a store, think and choose. (clap, clap)</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>PK.15.04 Explain how farmers help people get what they need. (15C)</p>	<p>Complete sentence strips with the words: I am farmer_____. My job is to _____. Trace over the word farmer, and fill in your name. Then trace over the word job, and dictate a job on the farm, such as feeding the chickens.</p>	<p>Art: Make a flow chart that shows pictures of food as it makes its way from the farm, to the grocery store, and then to the table.</p>
<p>PK.15.05 Describe the work people do on farms. (15C)</p>	<p>Talk about some of the work people do on farms, such as feeding the animals, milking the cows, and cleaning the barn.</p>	<p>Theater: Role-play being a farmer. Use toy farm animals to show how a farmer would take care of them.</p>
<p>PK.15.06 Identify places where people spend money. (15D)</p>	<p>Name stores and restaurants people visit in your community.</p>	<p>Math: Make a shopping list of items to buy at a grocery store. Then count how many items, and write that number down on a piece of paper.</p>
<p><b>Useful to Work on at Pre-K:</b> PK.15.07 Talk about exchanging money for goods and services. (15D)</p>	<p>Answer the following questions by saying “yes” or “no”. Have you ever made a trade without using money? Did you give something up? Did you get something in return? Was it a fair trade?</p>	<p>Language Arts: Choose a toy from the class toy box. Then trade the toy with a classmate. Talk about what you gave up and what you got in return.</p>

# Pre-K State Goal 16

**State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Pre-K:</b>            PK.16.01            Sequence events by using <i>first</i>, <i>next</i>, and <i>last</i>. (16A)</p>	<p>Lay out patterns of colored blocks, such as blue, orange, and red in rows. Then tell what the first, next, and last block would be in the next row of blocks.</p>	<p>Physical Education: Perform a series of three actions that might include clapping, jumping, skipping, and so on. Encourage classmates to tell the order in which the actions were done. For example, <i>first we clapped, next we jumped, and last we skipped</i>.</p>
<p>PK.16.02            Sequence events by using <i>yesterday</i>, <i>today</i>, and <i>tomorrow</i>. (16A)</p>	<p>Complete the following sentences:  <i>Yesterday I _____.</i>  <i>Today I _____.</i>  <i>Tomorrow I will _____.</i></p>	<p>Art: Choose one day to draw a picture about: yesterday, today, or tomorrow. Then share the picture with classmates and talk about the day drawn.</p>
<p><b>Significant to Develop at Pre-K:</b>            PK.16.03            Recognize why we celebrate holidays. (US) (16B)</p>	<p>Complete the following sentence:  <i>People celebrate different (<u>holidays</u>) to remember heroes or important events.</i></p>	<p>Language Arts: Perform a finger play about the first Thanksgiving.  <i>When the pilgrims came to this new land (two fingers “walking”), they met the natives and shook their hands (clasp hands; shake). They prepared a feast with turkey and corn (pretend to eat corn on the cob), and that was when Thanksgiving was born.</i></p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>PK.16.04 Describe a family tradition. (W) (16D)</p>	<p>Tell an example of a tradition in your family.</p>	<p>Art: Make a pre-cut Christmas decoration. Use paint and glitter to decorate it.</p>
<p>PK.16.05 Describe a community tradition. (US) (16D)</p>	<p>Tell an example of a tradition in your family or community.</p>	<p>Music: Celebrate Christmas by putting on a class performance for other classes. Sing Christmas songs and share the Christmas story during your performance.</p> <p>Theater: Act out the first Thanksgiving. Use props, such as a fake turkey or pilgrim hat.</p>
<p><b>Useful to Work on at Pre-K:</b> PK.16.06 Recognize people honored by holidays. (US) (16B)</p>	<p>Complete the following sentence: <i>We honor special people on <u>holidays</u>.</i></p>	<p>Art: Make a holiday card for an important holiday celebrated in the United States (e.g., Presidents Day, Dr. Martin Luther King, Jr., Day).</p>

# Pre-K State Goal 17

**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Pre-K:</b>            PK.17.01            Explore different kinds of landforms and bodies of water. (17A)</p>	<p>Fold drawing paper into four sections. Draw a picture of a mountain, a river, a hill, and an ocean in each quadrant. Then point to the pictures as you say what each picture is.</p>	<p>Music: Sing “The Bear Went Over the Mountain.” Talk about how a mountain is a landform. Then repeat the song, substituting different kinds of landforms and bodies of water. For example, you might sing about the bear fishing in the ocean.</p>
<p>PK.17.02            Identify types of weather, such as sunny, rainy, cloudy, snowy, and windy. (17B)</p>	<p>Talk about the type of weather outside today.</p>	<p>Art: Make a snowy day picture. Glue cotton balls onto construction paper. Once the glue is dry, use crayons or markers to draw people and animals in the snowy day picture.</p>
<p>PK.17.03            Identify appropriate clothing for different types of environments. (17B)</p>	<p>Draw a picture of yourself in a type of weather—sunny, rainy, snowy, windy, cloudy, cold, or hot. Show clothing that is appropriate to the type of weather.</p>	<p>Theater: Pretend to be a family going on a vacation. Work together to pack for a trip to a lake, a hill, a river, a mountain, or an ocean. Choose clothing, which is appropriate for the location, to pack in a suitcase. For example, if going skiing in the mountains, pack warm clothes. Then talk about other items that might be brought on the trip, such as sports equipment.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>PK.17.04 Describe the four seasons. (17B)</p>	<p>Draw a picture of a tree during each season—spring, summer, fall, and winter. For example, a spring tree might have tiny blossoms. A summer tree might have small fruits. A fall tree might have brown leaves. A winter tree might not have any leaves and might be covered in snow.</p>	<p>Science: As a class, go on a “Signs of the Season Search.” Bring along a camera or a notebook and pen. As you discover a season sign or change, take a picture or record it in the notebook. When you return to the classroom, review the signs discovered. Then make a bulletin board with the pictures you took, or draw pictures from the notes taken during the search.</p>
<p>PK.17.05 Identify resources of Earth. (17C)</p>	<p>Use a globe to identify land and water of Earth. Then talk about why each is important. For example, farmers use land to grow food and raise animals, and they use water for the plants, the animals, and themselves.</p>	<p>Language Arts: Fold construction paper in half, making two columns. One column should be labeled <i>Land</i> and the other should be labeled <i>Water</i>. Trace the words. Then cut out pictures of people caring for land and water and glue the pictures in the appropriate columns.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Pre-K:</b>            PK.17.06            Understand the purpose of maps. (17A)</p>	<p>Use a map of the classroom to conclude that the map shows the classroom. Answer questions, such as the following:  <i>Which picture on the map shows the Dramatic Play Center?</i>  <i>What would you pass by if you walked from the Block Center to your chair?</i>  <i>If you were standing at the classroom door, are you closer to the Sand and Water Table or the Reading Center?</i></p>	<p>Art: Use blocks and toy farm animals to make a model of a petting zoo with different enclosures for the animals. Then draw a simple map of the petting zoo. Take turns tracing a route on the map to the different areas of the petting zoo.</p>
<p>PK.17.07            List ways people can conserve resources of Earth. (17C)</p>	<p>Tell a story about how people can care for the land and water of Earth.</p>	<p>Science: Set up and use a classroom recycling center with labeled bins for scrap paper and recycled art materials, such as small cardboard boxes and empty egg cartons. Periodically, examine the amount of materials in the bin and talk about how the items can be reused in the classroom.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>PK.17.08 Explain how farmers help us get what we need. (17C)</p>	<p>Cut out pictures of healthy foods that come from farms, such as carrots, broccoli, and blueberries. Then glue the pictures onto a piece of construction paper to make a healthy food collage.</p>	<p>Language Arts: Answer riddles about food items, such as the following: <i>I come from a chicken raised on farm. You can crack me open and fry me. What am I? (an egg)</i> <i>I grow on trees. You can squeeze me to make juice. What am I? (an orange)</i> <i>I'm made from the milk of a cow that lives on a farm. You can spread me on toast. What am I? (butter)</i></p>

# Pre-K State Goal 18

**State Goal 18: Understand social systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Pre-K:</b>                      PK.18.01                      Discuss how people live together in communities. (18B)</p>	<p>Talk about ways you can help in the community.</p>	<p>Theater: Work together as a class to build a neighborhood. Include homes, stores, restaurants, a hospital, a school, a library, a park, a playground, and other places in your community. Then use dolls, stuffed animals, and toy vehicles to dramatize how people live in a community.</p>
<p>PK.18.02                      Identify the heads of families (18B)</p>	<p>Look at pictures of families of different sizes. Identify the number of people in the family and who is the head of the family.</p>	<p>Theater: In small groups, pretend to be a family. Each group member will pretend to be a different member of the family. Choose clothes and props, and dress up as that family member. Then let a family member introduce the family to the class, telling how many people are in the family, who each person is, who the head of the family is, and so on.</p>
<p>PK.18.03                      Discuss how children work together at school. (18B)</p>	<p>Talk about classroom rules that help children remember to work together, such as sharing and taking turns.</p>	<p>Art: Fold construction paper to create three panels. Draw illustrations on the panels of the tri-fold to show ways children can help each other at school.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: PRE-K**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Pre-K:</b> PK.18.04 Identify basic human needs. (18C)</p>	<p>Complete the following sentence: Food, clothes, and shelter help people meet their (needs).</p>	<p>Art: Fold construction paper to create three panels. The first column should be labeled <i>Food</i>, the second column should be labeled <i>Clothes</i>, and the third should be labeled <i>Homes</i>. Then cut out pictures that illustrate these needs, and paste the pictures in the appropriate columns.</p>