

# Kindergarten State Goal 14

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

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at K:</b> K.14.01 Describe rules that help children treat each other fairly. (14A)</p>	<p>Brainstorm and predict class and school rules. Review predictions and correct as necessary.</p>	<p>Health: Identify safety equipment that protects the body (i.e., sunglasses, bike helmets), and express rules for their usage.</p>
<p>K.14.02 Demonstrate ways children help each other (e.g., taking turns and sharing). (14A)</p>	<p>Pantomime positive classroom behaviors, such as taking turns and sharing.</p>	<p>Music: Listen and sing along with music that encourages sharing and cooperation.</p>
<p>K.14.03 Explain the consequences of breaking rules. (14A)</p>	<p>Make a classroom “Rules and Consequences” chart.</p>	<p>Theater: Act out a rule, and then pretend to break the rule. Then tell what might happen as a result.</p>
<p>K.14.04 Name the current President. (14B)</p>	<p>Compose a class letter to the current President, citing your hope for the future.</p>	<p>Theater: Choose one of the following leaders: mother, father, grandparent, coach, mayor, teacher, priest, or police officer. Pantomime that leader’s actions, showing them helping others.</p>
<p>K.14.05 Describe rules. (14C)</p>	<p>Make a rule sign for one classroom rule. Use the classroom rules book for ideas. Then share your sign with the class, explaining what the rule is.</p>	<p>Language Arts: Make a book of classroom rules.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.14.06 Identify the purpose for having rules. (14C)</p>	<p>Work with a partner to describe why specific rules are important. Take turns describing a rule and why it is important. For example, you might describe how it is a rule for children to wear bicycle helmets while riding their bicycle and how it is important to wear a bicycle helmet to stay safe.</p>	<p>Health: Identify safety equipment that protects the body (e.g., seatbelts, bike helmets) and express rules for their usage. Then talk about how the rules help people to stay safe.</p>
<p>K.14.07 Identify the name of our country. (14F)</p>	<p>Complete the following sentence: I live in the (United States of America).</p>	<p>Music: Sing “America the Beautiful.”</p>
<p>K.14.08 Recognize national symbols and icons, such as the national flag, the bald eagle, and the Statue of Liberty. (14F)</p>	<p>Talk about what the colors in the flag stand for. Use the following sentence frames to help you: (Red) stands for courage. (White) stands for purity or goodness. (Blue) stands for justice.</p>	<p>Art: Make a patriotic flag. Choose a national symbol to draw on an index card. Then glue one edge of the card to a paper-towel tube. When the flag is dry, hold it up and tell classmates about the national symbol on your flag.</p>
<p>K.14.09 Recite the Pledge of Allegiance. (14F)</p>	<p>Conduct a flag raising ceremony at the flagpole in front of your school. Then say the Pledge of Allegiance while showing an understanding of the rules for reciting it.</p>	<p>Art: Use black paper and chalk to create an American flag.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at K:</b>                      K.14.10                      Show the importance of taking responsibility for one’s own choices and actions. (14C)</p>	<p>Brainstorm responsibilities that people have in a community. Then contribute a page to a class big book about being a responsible citizen.</p>	<p>Art: Make a poster reminding people how to be responsible citizens. For example, your poster might remind people that responsible citizens take care of the places where they live.</p>
<p>K.14.11                      Recognize that citizens have a responsibility to follow rules and laws. (14C)</p>	<p>Make a safety sign collage. Draw or cut out pictures of safety signs. Share your collage with the class, explaining how all of the signs are laws that communities have to help people stay safe.</p>	<p>Physical Education: Make safety signs, such as STOP, YIELD, and RAILROAD CROSSING to use in an obstacle course. Set up the obstacle course on the playground or in the gym. Then go through the course, obeying the signs. At each sign, tell why the sign is important and why it is important to obey it.</p>
<p>K.14.12                      Understand that leaders in the government, community, school, and home make and enforce laws. (14C)</p>	<p>Brainstorm different ways that you can be a leader, such as leading a playground activity or class discussion. Then draw a picture of yourself leading others.</p>	<p>Theater: Work in small groups and pretend to be some type of group, such as a school board or a ward that is in charge of making rules. Then make at least four rules that need to be followed. Share the rules your group makes with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at K:</b>                      K.14.13                      Talk about leaders in your family, at your school, and in your community working together. (14B)</p>	<p>Give a verbal description of a leader, and allow classmates to guess who it is.</p>	<p>Art: Draw a picture of yourself leading a playground activity or class discussion. Use size or color to make yourself stand out as a leader in your picture.</p>
<p>K.14.14                      Describe how American citizens can participate in community and political life. (14C)</p>	<p>Complete the following sentence:                      People in the United States (vote) to choose leaders, like the President.</p>	<p>Math: Organize a vote on what new food your class would like to see in the cafeteria. Make sure everyone votes. Then count the votes. You may wish to ask cafeteria workers to add the new food to the lunch menu.</p>
<p>K.14.15                      Understand voting as a method of group decision-making. (14C)</p>	<p>Brainstorm ways people in a group can vote, such as by raising hands or by casting a vote. Then act out one way that people can vote.</p>	<p>Theater: As a class, act out a family planning a summer vacation. Decide on three possible places to visit. Then have a “family vote” on where to vacation. Once a place has been decided upon, vote on what activities to do while on the vacation.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.14.16 Identify people who showed patriotism (e.g., Benjamin Franklin). (14C)</p>	<p>Pretend that you are Benjamin Franklin. Introduce yourself to the class, and tell something about your life as an American patriot.</p>	<p>Math: Talk about Benjamin Franklin’s saying “A penny saved is a penny earned.” Then work with a partner to take turns counting pennies and putting them in a small piggybank. One partner should write the amount on a piece of paper. The other partner should check the amount by taking the pennies out of the bank and counting them.</p>
<p>K.14.17 Identify important leaders. (14D)</p>	<p>Choose one of the following leaders: parent, guardian, grandparent, President of the United States, principal, coach, priest or other church leader. Pantomime the leader’s actions when helping others. Allow classmates to name which leader you are portraying.</p>	<p>Physical Education: Play a game of “Follow the Leader.”</p>

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<p>K.14.18 Understand the necessity of leaders. (14D)</p>	<p>Draw or cut out pictures of a leader, such as Dr. Martin Luther King, Jr., or George Washington. Use the drawings or pictures to make a picture book biography about the leader. Then share your book with the class.</p>	<p>Theater: Role-play a situation in which a leader is needed. For example, show what might happen if a child got hurt on the playground without a leader present. Then show what might happen if a leader is present. Talk about how leaders can help a group to get along and to agree on decisions.</p>
<p>K.14.19 Understand what freedom means to the citizens of the United States. (14F)</p>	<p>Complete the following sentence frame: In America, I am free to_____. Then draw a picture of yourself doing the activity.</p>	<p>Language Arts: Pretend to be an immigrant coming from Europe to the United States. Write or dictate a sentence about how it feels to have newfound freedom. Then draw a picture of the new sights you see, such as the Statue of Liberty in New York Harbor.</p>
<p>K.14.20 Recognize Americans' basic freedoms. (14F)</p>	<p>Make a freedom poster, celebrating one of the five basic freedoms: speech, religion, the press, assembly, and petition. Then share your poster with the class.</p>	<p>Language Arts: Review the meaning of freedom of the press. Then create a class newspaper about your class. Articles may include stories about the class pet, the teacher, or the activity centers. Understand how each story in the class newspaper contributes to freedom.</p>

# Kindergarten State Goal 15

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

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at K:</b>                      K.15.01                      Identify the occupation of people at school, in the community, and at home. (15A)</p>	<p>Name a job a person might have at a school. Then act out the person’s job. Next, name a job a person might have in the community. Then act out the person’s job. Last, name a job a person has in your family. Then act out the person’s job.</p>	<p>Math: As a class, do research to compile a picture graph that shows the numbers of workers at your school. Use tally marks or construction paper squares to represent each worker. After the graph is completed, answer questions such as the following:  <i>How many kindergarten teachers work at our school? How many principals? Are there more custodians or cafeteria workers?</i> Use the graph to locate the information needed to answer the questions.</p>
<p>K.15.02                      Describe how each worker is helpful to others. (15A)</p>	<p>Act out the following poem:  <i>I work at school. (Point to self.)                      I help you. (Point to classmates.)                      I’m a custodian, (bow)                      And this is what I do! (Act out job.)</i>                      Repeat the verse using other school workers.</p>	<p>Art/Theater: Make stick puppets of school workers. Then with a partner, act out ways the school worker is helpful to others.</p>
<p>K.15.03                      Define <i>trade</i>. (15D)</p>	<p>Complete the following sentence:  <i>I can get the things I want and need through <u>trade</u>.</i></p>	<p>Theater: Cut out ten pictures of products advertised in magazines or catalogs. Then discuss your products and make trades with other children to get the products you want or need.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.15.04 Describe the jobs of community workers. (15E)</p>	<p>Look at pictures of workers who serve people in the community. Name each worker.</p>	<p>Language Arts: Write a journal entry about what kind of job you might want to have when you grow up.</p>
<p>K.15.05 Understand ways people trade money for goods and services. (15D)</p>	<p>Tell a story about a time someone you know, such as a parent or a guardian, paid for goods or services.</p>	<p>Theater: Make a classroom grocery store. Draw or cut out pictures of food. Then write prices on blank stickers and attach them to the pictures of food. Role-play people in a grocery store, including cashiers, managers, customers, and stockers. Discuss what customers are buying and how money is traded for the goods.</p>
<p><b>Significant to Develop at K:</b> K.15.06 Explain why people have jobs and how jobs impact their lives, families, and communities. (15A)</p>	<p>Dictate and illustrate a nonfiction story about the work that someone in your family does. Be sure to include information on how the person’s job affects others. For example, <i>my grandmother works as a nurse to help people feel better when they are sick.</i></p>	<p>Religion: Talk about different charities to which your parish contributes. Then invite a leader who serves at the organization to speak to your class about how the organization helps others and how others help the organization by donating time or money.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.15.07 Recognize the relationship between work and money. (15A)</p>	<p>Fold a piece of drawing paper in half. On the left side, draw someone you know, such as a parent or guardian, who works to earn money. On the right side, draw something the person buys with the money he or she earns.</p>	<p>Theater: Role-play bank tellers and customers who have paychecks to cash. Use play dollars, a desk to serve as a teller window, and paychecks made out to each classmate. Find the check with your name on it. Then take your check to the bank teller to have it cashed.</p>
<p>K.15.08 Identify goods and services. (15A)</p>	<p>Make a collage of goods and services using newspaper and magazine advertisements.</p>	<p>Theater: On the front of index cards, illustrate pictures of goods and services that people buy and sell. On the back of the index cards, draw a dollar sign. Work in pairs, taking turns being the buyer and the seller. The buyer will pick a card and act out buying the good or service that is on the front of the card. The seller will then act out selling the good or the service.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.15.09 Explain why people have to make choices when buying. (15B)</p>	<p>Think about two things that you would like to have. Tell how you could make a choice between the two things.</p>	<p>Language Arts: Listen to a story about someone who had to make a choice, such as <i>Aunt Lucy Went to Buy a Hat</i> by Alice Low, HarperCollins, 2004. Then tell about a choice that you had to make. Talk about why you chose what you did.</p>
<p>K.15.10 Recognize that making choices involves costs and benefits. (15B)</p>	<p>Think about a time you made a choice to buy something you wanted, such as a new toy or a pair of shoes. Then answer the following questions: <i>What did you give up to get what you wanted? Was it worth it?</i></p>	<p>Music: Sing the words and do the actions to this version of “If You’re Happy and You Know It”: <i>When you’re shopping in a store, think and choose. (clap, clap)</i> <i>When you’re shopping in a store, think and choose. (clap, clap)</i> <i>You can’t have everything, so you have to think and choose.</i> <i>When you’re shopping in a store, think and choose. (clap, clap)</i></p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.15.11 Understand the consequences of choices. (15B)</p>	<p>Explain why it is important to make careful choices when buying.</p>	<p>Math: Set up a class store. Write a price next to each item, in multiples of ten up to \$100. Then work with a partner to count ten \$10 bills in play money. Visit the class store and choose the items that you want most. Put the necessary number of bills next to the items so that you know how much money you need and how much money you have left to spend. If you run out of money, look, think, and choose again, but with less expensive items. Then talk about making good choices and the consequences of each.</p>
<p>K.15.12 Identify United States currency. (15B)</p>	<p>Look at a penny, a nickel, a dime, a quarter, and a one-dollar bill. Study the money. Point out national symbols you see. Then tell how much each coin or bill is worth.</p>	<p>Art: Arrange pennies, nickels, dimes, and quarters in patterns on a strip of tag board. Press each coin into a small amount of sticky tack before placing it in the pattern. Then make patterns of coin rubbings by placing newsprint over the coins and gently rubbing the side, not the tip, of a crayon over them. Use silver or copper crayons to make crayon rubbings on sheets of newsprint.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.15.13 Describe how people use resources. (15C)</p>	<p>Draw a picture of a good that people use, such as paper. Then write or dictate a sentence about the resource from which the good is made. For example, <i>paper is made from trees</i>.</p>	<p>Language Arts/Art: Brainstorm things that are made from trees. Then draw a tree with branches and leaves. Turn the tree into a tree diagram by drawing boxes above the branches. In each box, write an item that is made or taken from trees, such as paper, pencils, or apples.</p>
<p>K.15.14 Recognize how we depend on farmers, factory workers, truck drivers, and grocery store workers to get food to families. (15C)</p>	<p>Fold a sheet of drawing paper into four sections. Then draw the steps in order from 1–4 for making a good, such as applesauce. For example, first a farmer would pick the apples. Second, the apples would be turned into applesauce at a factory. Third, a truck driver would deliver the applesauce to a grocery store. Fourth, a grocery store worker would put the applesauce in the store.</p>	<p>Theater: Vote on a good that your class wants to make, such as peanut butter or jelly. List the steps needed to make the good. Then as a class, role-play different workers needed to make the good, such as farmers, truck drivers, factory workers, grocery store workers, and shoppers.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
K.15.15 Distinguish between producers and consumers. (15C)	Fold a sheet of drawing paper in half. On the left side, draw a person who makes or grows a good. On the right side, draw an adult buying the good at a store. Share your drawings with the class.	Theater: Cut out ten pictures of products advertised in catalogs or advertisements. Then, with a partner, take turns being a storekeeper and a shopper.
K.15.16 Draw a picture or tell a time when you have visited a park, a hospital, a library, or a post office. (15E)	Create a pretend hospital, library, or post office.	Art: Draw a picture of a local park, hospital, library, or post office that you have visited. Then tell your class about your experiences there.

# Kindergarten 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: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at K:</b> K.16.01 Sequence events by using <i>first, next, and last</i>. (16A)</p>	<p>Make a time line about yourself. Include three events from your life, including the day you were born, your first day of kindergarten, and today. Then explain which event happened first, next, and last.</p>	<p>Art: Make a three-section time line by taping three colors of index cards or construction paper slips in a horizontal line on a table. On them write <i>first, next, and last</i>. Then make a set of sequence cards to show three steps in a process, such as making a pie. Place the cards in the correct section of the time line to show what happens first, next, and last.</p>
<p>K.16.02 Sequence events by using <i>yesterday, today, and tomorrow</i>. (16A)</p>	<p>Look at a calendar that is open to the current month. Write a <i>T</i> on the square for today. Then write a <i>Y</i> on the square for yesterday, and an <i>M</i> on the square for tomorrow.</p>	<p>Theater: With a partner, prepare news reports using the terms <i>yesterday, today, and tomorrow</i>.</p>
<p>K.16.03 Describe how things change from day to day. (16A)</p>	<p>Perform a finger play about the passing of time. <i>Over there the sun gets up, (Extend arm and point east.) And marches all the day. (Raise arm slowly.) At noon, it stands right overhead; (Point straight up.) At night, it goes away. (Lower arm slowly and drop down.)</i></p>	<p>Science: Read a story about changes in nature, such as <i>The Very Hungry Caterpillar</i> by Eric Carle, Philomel, 2002 or <i>The Carrot Seed</i> by Ruth Krauss, Scholastic, 1990. After the story, discuss the stages in the life cycle of a butterfly or how a seed grows into a plant.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.16.04 Identify the seven days of the week. (16A)</p>	<p>Trace in large letters the names of the days of the week on sentence strips, one day to a strip. Shuffle the strips. Then put the strips in order from left to right.</p>	<p>Music: Make up verses for your own version of “The Mulberry Bush.” Suggest a different household or school chore to do on each day of the week. Then sing and act out the verse.</p>
<p>K.16.05 Identify the 12 months of the year. (16A)</p>	<p>Look at a monthly calendar. Point to and touch each day of the current month as you count each day aloud together as a class.</p>	<p>Language Arts: Use a yearly calendar to record the birthdays of each classmate. Then discuss people who have birthdays in each month of the year in order.</p>
<p>K.16.06 Provide examples of goods and services traded in the past. (W) (16C)</p>	<p>Name one example of a good and one example of a service.</p>	<p>Art: Draw a picture of one good and one service.</p>
<p>K.16.07 Cite examples of workers from around the world in the past and present. (W) (16C)</p>	<p>Look at a picture in your textbook of Native Americans doing work. Tell how this work will help them meet their needs for food and shelter.</p>	<p>Theater: Imagine that you are a Native American who plants corn to make a living. Act out planting, picking, and using corn to feed your family. Act out trading corn to get other things.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at K:</b>                      K.16.08                      Compare and contrast life in the present with life in the past. (16A)</p>	<p>Compare and contrast pictures of similar things in the past and in the present. Tell what is the same and what is different about them.</p>	<p>Art: Fold a piece of drawing paper in half. On the left side, write <i>then</i>. On the right side, write <i>now</i>. Then draw “then and now” pictures of something from one of the following categories: clothing, toys, homes, or transportation.</p>
<p>K.16.09                      Describe major events in the past and present that have changed people’s lives. (16A)</p>	<p>Draw a picture of an opportunity you might have to make a real difference in your community or at your school. Then share your drawings with the class and tell how the project will affect people’s lives.</p>	<p>Theater: Be a news reporter and give a report on an event that would affect the school life of children. After giving your report, interview classmates about what they think of the current event and how they think it will change their lives at school.</p>
<p>K.16.10                      Distinguish between the past, the present, and the future. (16A)</p>	<p>Research daily activities people have done in the past and in the present, such as go to work. Then draw a picture of what the activity might be like in the future.</p>	<p>Language Arts: Imagine you live in the future. Ask yourself questions such as the following:  <i>How do you know it is the future?</i>  <i>What do you think the future will look like?</i>                      Then draw and write about yourself in the future.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.16.11 Recognize that everyone has a family heritage. (16A)</p>	<p>Brainstorm a list of questions that you could ask a family member, such as the following: <i>What country are our ancestors from?</i> <i>What were my great-grandparents' names?</i> Then take your list home and ask family members to help you compile a list of facts about your family history. Share your discoveries with the class.</p>	<p>Language Arts: Read the book <i>Me and My Family Tree</i> by Joan Sweeney, Dragonfly Books, 2000. Then make your own family tree by drawing a tree trunk with branches and by using leaf cutouts. On each leaf, dictate or write a family members name. Then share your family tree with the class.</p>
<p>K.16.12 Identify the reasons for some national holidays. (US) (16B)</p>	<p>Name the holiday that Americans set aside to give thanks for the good things in their lives. Explain why we celebrate some past events every year.</p>	<p>Religion: Review the meaning of Thanksgiving. Then, as a class, say a prayer.</p>
<p>K.16.13 Identify national patriotic holidays. (US) (16B)</p>	<p>Name a holiday, such as Memorial Day or Independence Day, and tell for who or what it is celebrated.</p>	<p>Art: Draw a picture of your favorite patriotic holiday and dictate or write a sentence that tells about it. You may use the following sentence frame to help you: <i>I like _____ because _____.</i></p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.16.14 Recognize people honored by American holidays. (US) (16B)</p>	<p>Draw a picture of a hero celebrated on an American holiday. Under the picture, write the person’s name. Then share your drawing with the class, and say a few sentences about the person whom you drew.</p>	<p>Art: Draw or cut out pictures of people who are celebrated on American holidays, such as Columbus Day or Dr. Martin Luther King, Jr., Day. Glue the pictures onto a piece of construction paper. Then work with a partner pointing to a person, naming the person, and naming the holiday in which the person is honored.</p>
<p>K.16.15 Define <i>tradition</i>. (W) (16D)</p>	<p>Tell an example of a tradition in your family.</p>	<p>Art: Draw a picture of your family participating in a family or religious tradition.</p>
<p>K.16.16 Tell how people lived in a place far away and long ago. (W) (16E)</p>	<p>Find a picture of people who lived in a place far away and long ago. Tell what the people ate, the kinds of clothes they wore, and what their houses looked like.</p>	<p>Art: Draw a picture of a king, a queen, and their castle. Then explain to the class how your picture represents a place far away and long ago.</p>
<p><b>Useful to Work on at K:</b> K.16.17 Recognize Betsy Ross as an American hero. (US) (16B)</p>	<p>Make a Betsy Ross word web. Place Betsy Ross’s name in the middle. Fill in the rest of the empty bubbles with words or phrases, such as <i>sewed the first flag</i>, <i>responsible</i>, and <i>hero</i>. Then create a biography presentation about Betsy Ross using your word web.</p>	<p>Language Arts: Read the book <i>Keep On Sewing, Betsy Ross!: A Song About the First American Flag</i> by Michael Dahl, Picture Window Books, 2003. Then sing the song together as a class.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.16.18 Identify Abraham Lincoln and George Washington as leaders who displayed trustworthiness. (US) (16B)</p>	<p>Imagine that you are George Washington or Abraham Lincoln. Then write or dictate a few sentences about your life as President. Be sure to write about the importance of being honest.</p>	<p>Art: Make a silhouette of George Washington or Abraham Lincoln. Use a penny or a quarter to help you. Then write or dictate a sentence that tells about the President.</p>
<p>K.16.19 Recognize Mary McLeod Bethune as an American hero. (US) (16B)</p>	<p>Write and illustrate a fact book about Mary McLeod Bethune. Devote one page to each fact, such as her childhood (picking cotton), her education (the Moody Bible Institute), or her work (Bethune-Cookman College). Place your book in the classroom library for everyone to enjoy.</p>	<p>Theater: Take turns using props and acting like a teacher. You can teach the class about anything you like. Then discuss with classmates the importance of being a teacher.</p>
<p>K.16.20 Identify Cesar Chavez as an example of an American who showed fairness. (US) (16B)</p>	<p>Draw a picture of Cesar Chavez. Then at the bottom of the drawing complete the following sentence frame: <i>Cesar Chavez was a good citizen because he _____.</i></p>	<p>Language Arts: Read the book <i>Harvesting Hope</i> by Kathleen Krull, Harcourt, 2003. Then discuss ways in which Cesar Chavez showed fairness.</p>

# Kindergarten 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: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at K:</b>                      K.17.01                      Identify different kinds of land, environments, and bodies of water. (17A)</p>	<p>Make a riddle book by folding a sheet of paper in half. On the outside of the book, write <i>Where Am I?</i> and draw yourself on a landform or a body of water. On the inside, write the name of the land or water. Trade books with a partner and guess each other’s riddles.</p>	<p>Health: Sort clothing items, such as beachwear, cold-weather clothing, and everyday wear to the environments in which they belong. Make a pile for what to wear on a snow-capped mountain, a beach, and a plain or valley. Then discuss how some items protect the body from very hot or cold weather and why that is important for good health.</p>
<p>K.17.02                      Identify a globe as a model of Earth. (17A)</p>	<p>Use a globe to point out areas of land and water on Earth.</p>	<p>Music: Learn songs from the United States and from other countries. Before singing the song, say its country of origin and locate it on a globe. Then discuss how near or far the country is from the United States. You might begin with American folksongs, such as “Skip to My Lou” or “Yankee Doodle.”</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.17.03 Identify types of weather, such as sunny, rainy, cloudy, snowy, and windy. (17B)</p>	<p>Choose seasonal tools and clothing from a box. Identify the item and tell which type of weather you would see or use it. Then tell one activity you might do in that sort of weather. For example, if it is rainy, you might stay inside and read a book.</p>	<p>Language Arts: Make a big book about weather. Review different types of weather, and vote to decide which type of weather will begin the big book. Then have each class member decide which type of weather to draw and write about. Be sure all types of weather will be represented. Then share the book, having classmates tell about their pictures.</p>
<p>K.17.04 Identify and describe the four seasons. (17B)</p>	<p>Name a season, and tell one thing you do during that time of year. Repeat with each of the four seasons.</p>	<p>Language Arts: Say a cheer about the seasons, such as the following:  <i>Winter, winter</i>  <i>It's a season.</i>  <i>We love winter,</i>  <i>Here's the reason . . .</i>                      Take turns with classmates giving a reason why you like winter. Then repeat the cheer with a new season and a new reason.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.17.05 Put seasonal changes in temporal order. (17B)</p>	<p>Use pictures of a tree or a farm during different seasons of the year to answer questions, such as the following:  <i>Which picture shows summer?</i>  <i>Which season comes first?</i>  <i>Which season comes last?</i>  <i>What is your favorite season?</i></p>	<p>Music: Use props that you associate with the seasons to present a seasonal chorus to the class. You might wish to use items, such as a packet of seeds, a pair of sunglasses, a miniature pumpkin, a mitten, and a flocked pine tree. As each season is presented, the chorus member with the appropriate prop will step to the front. Sing the following for each season to the tune of Frère Jaques:  <i>Where is winter?</i>  <i>Where is winter?</i>  <i>Here I am.</i>  <i>Here I am.</i>  <i>Seasons come and go.</i>  <i>Seasons come and go.</i>  <i>This I know.</i>  <i>This I know.</i></p>
<p>K.17.06 Describe how people use the environment for food. (17C)</p>	<p>Create a flowchart to show how bread gets from a farm to your table.</p>	<p>Science: Discuss all the things needed for a plant to grow. Then grow your own alfalfa sprouts. Keep a daily log of the progress of your plant.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.17.07 Understand changes in natural vegetation during the four seasons. (17B)</p>	<p>Working in small groups, draw a picture to show how trees and grass change from season to season in your neighborhood. Each group should take a season.</p>	<p>Math: Collect a pile of real leaves. Use them to tell a math story or to make up math story problems, such as <i>How many red leaves are there? How many yellow leaves are there? How many leaves are there all together?</i></p>
<p><b>Significant to Develop at K:</b> K.17.08 Use models, globes, and maps. (17A)</p>	<p>Use a map, model, or globe to name a place and point to the place to identify it.</p>	<p>Art: Work with a partner to make a map of a zoo, a forest, or a park. Follow these steps to complete the map:            1. Choose a place to show on the map.            2. Draw symbols for some of the important features.            3. Use pencils to sketch the map and write the map symbols.            Then share your map with the class. Be sure to point out the symbols you chose for your map.</p>
<p>K.17.09 List ways to conserve resources. (17C)</p>	<p>Draw a picture of yourself taking responsibility and caring for the Earth. Your drawing should reflect a way that you can help reduce the use of resources by recycling or reusing products. Then share your picture with the class.</p>	<p>Art: Brainstorm ways to conserve water, such as turning off the water while brushing your teeth or taking shorter showers. Then create a poster about reducing the amount of water people use. Make up a slogan or a message to put on your poster.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.17.10 Recognize that available resources determine how a basic need or want is met. (17C)</p>	<p>Make a big book about resources. Separate the book into four parts: water, soil, trees, and animals. Then search through old magazines and newspapers for pictures of goods and products that come from each main category, such as steak (animals), swimming water (water), carrots (soil), and napkins (trees). Cut out the pictures and glue them to the pages to make a book.</p>	<p>Language Arts: Play “I Spy” with objects in the classroom. Take turns giving clues about the object for others to guess the resource. For example, <i>I spy something blue and white. It is a piece of clothing that keeps people warm. <u>(It is a sweater made from sheep’s wool.)</u></i></p>
<p>K.17.11 Compare and contrast city (urban) and farm (rural) life. (17C)</p>	<p>Make a collage that shows life on a farm and life in a city. Consider pictures that show animals that are raised on a farm and types of transportation that are used in a city. Arrange your pictures in a collage, and present your collage to the class.</p>	<p>Art: Make a blueprint for a farm and a city. Include the following objects in the blueprint for the farm: pig sty, barn, tractor, farmhouse, well, farmland. Include the following objects in the blueprint for the city: airport, harbor, railroad station, roads, buildings.</p>
<p><b>Useful to Work on at K:</b> K.17.12 Describe and compare regions. (17A)</p>	<p>Write a postcard and draw a picture for each of the five regions of the United States.</p>	<p>Art: Cut out pictures of shelters and scenic views that represent each region of the United States. Glue the pictures in a book called <i>Regions</i>. Take turns presenting books to the class. Then put the books in the class library for everyone to see.</p>

# Kindergarten State Goal 18

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

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at K:</b> K.18.01 Discuss how people live together in communities. (18B)</p>	<p>Make a cooperation book. Draw and write about ways people in a community can work together.</p>	<p>Math: Work in groups of four to five to determine if 24 counters can be shared fairly among two, three, or four children, and so on. Share your findings with the class</p>
<p>K.18.02 Understand that people learn through groups, such as families, peers, schools, communities, and cultures. (18B)</p>	<p>Draw and write about a time you were part of a group.</p>	<p>Art: Invent a club with a partner. Then make a poster for the club with the club's name and a picture. For example, you might start a club for children who like dogs. Then share your posters with the class and allow anyone to join your club. Discuss with club members the similarities and differences among club members.</p>
<p><b>Significant to Develop at K:</b> K.18.03 Compare and contrast groups in other communities and cultures. (18B)</p>	<p>Plan, write, and illustrate a book about the groups in your community.</p>	<p>Physical Education: Learn a game that originates in another culture, such as bocce ball or cricket. Learn the rules to the game, and play the game together as a group.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: KINDERGARTEN**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Grade K:</b> K.18.04 Recognize American folk heroes, such as John Chapman. (18A)</p>	<p>Point on a map to the states where John Chapman walked. (Indiana, Illinois, and Iowa) Then tell how John Chapman showed care for the environment.</p>	<p>Music: Sing this song about John Chapman to the tune of “My Darling Clementine”: Planting apples, planting apples, Planting apples, apple trees. I was planting, planting apples, All across the country. Then I walked on, then I walked on, I walked to plant apple trees. I was walking, yes just walking All across our great country.</p>