

Kindergarten-The World Around Us: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Good Citizens	Good Citizens	Students will demonstrate ways to resolve conflicts by being good citizens and discuss ways for groups to make decisions fairly.	K.1, K.2, K.8, K.17, K.20, K.22, K.23, K.28
Maps	Maps and Globes	Students will understand that maps and globes help locate places and will differentiate between land and water features.	K.1, K.2, K.11, K.14
Maps	Map It!		K.1, K.2, K.11, K.14
Geography	Which Way?	Students will learn about cardinal directions and identify basic bodies of water near the United States and in other places on Earth.	K.1, K.2, K.11, K.14
Civics	Tennessee: My Home State	Students will learn about the Tennessee state flag and our state symbols, including the iris, the tulip poplar, the raccoon and the mockingbird.	K.1, K.14, K.16, K.30
Culture	One World, Many Cultures		K.1, K.2, K.3, K.4, K.17, K.23, K.27, K.28
Holidays Around the World	Holidays Around the World	Students will learn about some ways people of different cultures and countries celebrate holidays	K.1, K.2, K.3, K.4, K.17, K.23, K.27, K.28
Let's Celebrate!	Let's Celebrate!	Students will learn about American and Tennessee holidays and celebrations, including Martin Luther King Jr. Day, Presidents Day, Memorial Day, Independence Day, Sequoyah Remembrance Day, and Veterans Day.	K.1, K.2, K.29, K.30
Presidents and Patriots	Presidents and Patriots	Students will learn about presidents and other patriotic men and women in the U.S. prior to 1880 (e.g., George Washington, Abraham Lincoln, Harriet Tubman).	K.1, K.2, K.3, K.10, K.17, K.20, K.22, K.25, K.26, K.29

Kindergarten-The World Around Us: Quarter 3 Curriculum Map Introduction

What Will Kindergarten Students Learn This Year?

Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices.

Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to www.studiesweekly.com and login with username: **shelby_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Good Citizens			
Essential Question(s)	How can I be a good citizen?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	citizen, obey, responsible, decision		
Teacher Guided Text Specific & Text Dependent Questions	<p>Good Citizens</p> <ul style="list-style-type: none"> • What are things you can do to be a good citizen? • Is the girl in the picture being a good citizen in class? Why or Why not? <p>Getting Along with Others</p> <ul style="list-style-type: none"> • What does a good citizen always try their best to do? • Do friends always agree? • Have you ever disagreed with a friend? 	<p>Talk About the Problem</p> <ul style="list-style-type: none"> • What can you and a friend do if you are not getting along? What kind of voices should you use? <p>Take a Break</p> <ul style="list-style-type: none"> • What should you do if you are still not getting along with your friend after you have had a talk? 	<p>Job Charts</p> <ul style="list-style-type: none"> • How does a job chart help provide fairness? <p>Voting</p> <ul style="list-style-type: none"> • How is voting a fair way to make a decision? <p>Playground Decisions</p> <ul style="list-style-type: none"> • How do you make decisions on the playground?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) The teacher and students will create a list of ways to handle difficult situations. Students will choose their favorite way to solve a problem. The problem solving tactic will be accompanied with a picture and writing to explain the choice. 2) Using an array of teacher created pictures, students will circle people practicing good citizenship. 3) Students will make a Citizen Chain. (Cut strips of paper and pass out one to each student.) The students will draw or write a good citizen action on their strip of paper. The teacher will then staple the links together and form a "Citizen Chain" to display in the classroom. The teacher will explain that in a community we are all connected and must work together to make it a great place to live and learn. 		
Assessment	Students will use the week's texts to complete the writing prompt: How can I be a good citizen?		
Standards	<p>K.1, K.2, K.8, K.17, K.20, K.22, K.23, K.28</p> <p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.</p> <p>K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p> <p>K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president.</p> <p>K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.</p> <p>K.23 Identify sequential actions, including first, next, and last in stories and use them to describe personal experiences.</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.</p>		

Weeks 2-3: Maps and Globes			
Essential Question(s)	What do maps show?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	maps, globes, equator, peninsula, island, beach		
Teacher Guided Text Specific & Text Dependent Questions	<p>Maps and Globes and Maps</p> <ul style="list-style-type: none"> • What are maps? • What can maps show us? • What do maps help people do? <p>Globes</p> <ul style="list-style-type: none"> • What are globes? • What can globes help us do? 	<p>Bodies of Water</p> <ul style="list-style-type: none"> • What covers most of the earth? • What are the names of different bodies of water? <p>The Equator</p> <ul style="list-style-type: none"> • Where is the equator located on a globe? 	<p>Mountains and Valleys</p> <ul style="list-style-type: none"> • Does the Earth look the same everywhere? • How are the Earth's surfaces different? <p>The Coast</p> <ul style="list-style-type: none"> • What is a coast? • How many miles of coast does the United States have? • What state has the most miles of coast?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	<p>1) The teacher and students will review maps and globes and discuss the difference between the two. Students will highlight and label the equator on page 2 of this week's reading section. Students will then turn to page 4 to draw the equator on the provided globe. Students may also label the land on the globe L and label the water on the globe W.</p> <p>2) Student will write simple sentence(s) to describe a map and a globe. Examples include: A map is flat. A map shows water. A globe is round.</p>		
Assessment	Students will use the week's texts to complete the prompt: What do maps show?		
Standards	<p>K.1, K.2, K.11, K.14</p> <p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind.</p> <p>K.14 Locate Tennessee and the United States on a map.</p>		

Week 4: Which Way?			
Essential Question(s)	How do we use directions to help us travel?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	compass rose, cardinal direction, pilot		
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Which Way</p> <ul style="list-style-type: none"> Is this a picture of a globe or a map? How do you know? What mostly covers the Earth? <p>Compass Rose</p> <ul style="list-style-type: none"> How do maps help people? What is a compass rose? What does it show? <p>North, East, South, West</p> <ul style="list-style-type: none"> What do most maps show? What is an easy way to remember North, East, South, and West? <p>Pilots and Drivers</p> <ul style="list-style-type: none"> Who uses cardinal directions to fly planes? Who uses cardinal directions to drive? </td> <td style="width: 50%; vertical-align: top;"> <p>Bodies of Water</p> <ul style="list-style-type: none"> What are some of the names of small bodies of water? What are the names of larger bodies of water? <p>The Atlantic Ocean and the Gulf of Mexico</p> <ul style="list-style-type: none"> Describe the Atlantic Ocean? <p>The Pacific Ocean</p> <ul style="list-style-type: none"> Describe the Pacific Ocean. </td> </tr> </table>	<p>Which Way</p> <ul style="list-style-type: none"> Is this a picture of a globe or a map? How do you know? What mostly covers the Earth? <p>Compass Rose</p> <ul style="list-style-type: none"> How do maps help people? What is a compass rose? What does it show? <p>North, East, South, West</p> <ul style="list-style-type: none"> What do most maps show? What is an easy way to remember North, East, South, and West? <p>Pilots and Drivers</p> <ul style="list-style-type: none"> Who uses cardinal directions to fly planes? Who uses cardinal directions to drive? 	<p>Bodies of Water</p> <ul style="list-style-type: none"> What are some of the names of small bodies of water? What are the names of larger bodies of water? <p>The Atlantic Ocean and the Gulf of Mexico</p> <ul style="list-style-type: none"> Describe the Atlantic Ocean? <p>The Pacific Ocean</p> <ul style="list-style-type: none"> Describe the Pacific Ocean.
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Extension Activities	<ol style="list-style-type: none"> 1) The teacher and students will discuss the importance of knowing directions. The teacher will ask students to walk in certain directions. 2) Students will draw a compass rose on page 4 of the week's reading selection. 3) Students will draw pictures and write sentences to describe various bodies of water. Examples may include: Lakes are small bodies of water. The Pacific Ocean is the largest ocean on Earth. 		
Assessment	Students will use the week's texts to complete the prompt: How do you use directions to visit places in your community?		
Standards	<p>K.1, K.2, K.11, K.14</p> <p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind.</p> <p>K.14 Locate Tennessee and the United States on a map.</p>		

Weeks 5-6: Tennessee: My Home State			
Essential Question(s)	What symbols represent Tennessee?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	Tennessee, United States, map, symbols, iris, tulip poplar, mockingbird, raccoon		
Teacher Guided Text Specific & Text Dependent Questions	<p>Tennessee: My Home State</p> <ul style="list-style-type: none"> • What state do you live in? • How many states are part of the United States? <p>Tennessee Symbols</p> <ul style="list-style-type: none"> • What is a symbol? • What symbols represent Tennessee? <p>Tennessee Flag</p> <ul style="list-style-type: none"> • What are the colors of the Tennessee flag? • How many stars are on the Tennessee flag? • What other shapes do you see on the Tennessee flag? 	<p>State Flower</p> <ul style="list-style-type: none"> • What is our state flower? • What color is our state flower? <p>State Bird</p> <ul style="list-style-type: none"> • What is our state bird? • What color is the state bird? • What sounds does the state bird make? 	<p>State Tree</p> <ul style="list-style-type: none"> • What is our state tree? • How long can our state tree live? <p>State Animal</p> <ul style="list-style-type: none"> • What is our state animal? • Describe our state animal. • How many legs does our state animal have?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) After reading the Tennessee Flag section, students will draw the Tennessee flag and write sentences to describe it. 2) Students will create a bubble map of Tennessee's symbols. Students will label all pictures on the map.		
Assessment	Students will identify symbols of Tennessee by circling the Tennessee state symbols from an array of pictures.		
Standards	K.1, K.14, K.16, K.30 K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.14 Locate Tennessee and the United States on a map. K.16 Identify the following state and national symbols: • The American flag and its colors and shapes • The Tennessee flag and its colors and shapes • The words of the Pledge of Allegiance • The Tennessee state flower (Iris) and bird (Mockingbird) • The national symbols of the bald eagle, Statue of Liberty, and the White House K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee: • David Crockett • Sequoyah • Andrew Jackson • James K. Polk • Andrew Johnson • Alvin C. York • Wilma Rudolph • Elvis Presley		

Week 7: Holidays Around the World				
Essential Question(s)	How do people celebrate holidays around the world?			
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America			
Vocabulary	holiday, gelatin, Hanukkah, Diwali, St. Nicholas, parols, Boxing Day			
Teacher Guided Text Specific & Text Dependent Questions	<p>Holidays Around the World</p> <ul style="list-style-type: none"> • How do people around the world celebrate? • Looking at the picture, what do you think is being celebrated? <p>Birthdays</p> <ul style="list-style-type: none"> • What do you like to eat on your birthday? • What do children in Brazil often eat during birthdays? • What do children in Great Britain often eat during birthdays? 	<p>Winter Holidays</p> <ul style="list-style-type: none"> • What do many families celebrate during the winter? • What do Jewish families do each night of Hanukkah? • What do Hindu families do during Diwali? • What holidays do we celebrate during the winter? 	<p>Christmas in Mexico</p> <ul style="list-style-type: none"> • What is part of Christmas in Mexico? • What are some things people do during Las Posadas? <p>Christmas in France</p> <ul style="list-style-type: none"> • In France, what do children do on Christmas Eve? • What does Father Christmas do? 	<p>Christmas in the Philippines</p> <ul style="list-style-type: none"> • In the Philippines, what do families do during Christmas? • What are parols? <p>Christmas in England</p> <ul style="list-style-type: none"> • When is Boxing Day in England? • What do the people of England do on Boxing Day?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5	Think, Pair, Share: Pg. 38
Extension Activities	<p>1) The teacher and students will list or create a bubble map of holidays we celebrate in the United States. The teacher and students will also draw pictures or write words to describe what is often done on the different holidays.</p> <p>2) Students will complete a Venn diagram of how Christmas is celebrated in the United States and how Christmas is celebrated in a different country.</p>			
Assessment	Students will use the week's texts to complete the prompt: How do people celebrate holidays around the world?			
Standards	<p>K.1, K.2, K.3, K.4, K.17, K.23, K.27, K.28</p> <p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.3 Compare family traditions and customs among different cultures.</p> <p>K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.</p> <p>K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p> <p>K.23 Identify sequential actions, including first, next, and last in stories and use them to describe personal experiences.</p> <p>K.27 Scan historic photographs to gain information and arrange in sequential order.</p> <p>K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.</p>			

Week 8: Let's Celebrate!			
Essential Question(s)	How do we celebrate different holidays in the United States		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	festival, holiday, country, military, honor		
Teacher Guided Text Specific & Text Dependent Questions	<p>Let's Celebrate!</p> <ul style="list-style-type: none"> • What do holidays and festivals help us do? • What do Americans celebrate on holidays? • What do the people of Tennessee celebrate? <p>January</p> <ul style="list-style-type: none"> • What do Americans celebrate in January? • What did Dr. Martin Luther King, Jr. do in America? <p>February</p> <ul style="list-style-type: none"> • What do Americans celebrate in February? • Who do Americans celebrate in February? 	<p>March</p> <ul style="list-style-type: none"> • Who do the people of Tennessee honor in March? • How is he honored? • Who was Alvin C. York? <p>May</p> <ul style="list-style-type: none"> • What men and women are honored in May? • What is the name of the holiday celebrated in May? • What can be seen in many places during the holiday in May? <p>July</p> <ul style="list-style-type: none"> • What do Americans celebrate on July 4th? • Why do we celebrate on July 4th? 	<p>August</p> <ul style="list-style-type: none"> • What does the Sequoyah Birthplace Museum celebrate in August? • What did Sequoyah invent? <p>November</p> <ul style="list-style-type: none"> • Who do Americans honor in November? • What are the different branches of the military?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	1) The teacher and students will complete a KWL chart to determine the holidays students know and want to learn more about. 2) Students will draw pictures and write about a holiday of their choice that is celebrated in America. Students will use this week's text to support their writing.		
Assessment	Students will use the week's texts to complete the prompt: How do we celebrate different holidays in the United States?		
Standards	K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community. K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail. K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them: • Martin Luther King, Jr. Day • Presidents' Day (George Washington and Abraham Lincoln) • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee: • David Crockett • Sequoyah • Andrew Jackson • James K. Polk • Andrew Johnson • Alvin C. York • Wilma Rudolph • Elvis Presley		

Week 9: Presidents and Patriots			
Essential Question(s)	What do patriots do to support the United States of America?		
Texts	Required Texts: Kindergarten Studies Weekly: Our Place in America		
Vocabulary	patriot, president		
Teacher Guided Text Specific & Text Dependent Questions	<p>Presidents and Patriots</p> <ul style="list-style-type: none"> • What is a president? • Who are patriots? <p>George Washington</p> <ul style="list-style-type: none"> • Who was the first president of the United States? • What is the first president of the United States known as? <p>Abraham Lincoln</p> <ul style="list-style-type: none"> • What did Abraham Lincoln serve as for the United States? • What is Abraham Lincoln's nickname? 	<p>Presidents Day</p> <ul style="list-style-type: none"> • Who were presidents and patriots? • Who do we honor on Presidents Day? • When is Presidents Day? <p>Benjamin Franklin</p> <ul style="list-style-type: none"> • Who was Benjamin Franklin? • What did Benjamin Franklin believe about America? • What did Benjamin Franklin believe the states of America should do? 	<p>Harriet Tubman</p> <ul style="list-style-type: none"> • Harriet Tubman was once what? • What did Harriet Tubman help almost 300 slaves do? • How was Harriet Tubman brave? <p>America 1776</p> <ul style="list-style-type: none"> • When did America become a free country? • What did children have to do long ago? • What did girls have to do? • What did boys do? • Who took care of the family's animals?
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Think, Pair, Share: Pg. 38	Back to Back, Face to Face: Pg. 5
Extension Activities	<p>1) The teacher will remind students that a patriot is a person who vigorously supports their country and is prepared to defend it against enemies or detractors. The teacher and students will then create a list of things patriots can do. Students will then write a sentences or sentences to describe what patriots do.</p> <p>2) Students will write sentence(s) to explain who Harriet Tubman is.</p>		
Assessment	Using this week's text and class discussions as a reference, students will explain what it means to be an American patriot.		
Standards	<p>K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.</p> <p>K.3 Compare family traditions and customs among different cultures</p> <p>K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.</p> <p>K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p> <p>K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president.</p> <p>K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.</p> <p>K.25 Identify days of the week and months of the year.</p> <p>K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events.</p>		

	K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them: • Martin Luther King, Jr. Day • Presidents' Day (George Washington and Abraham Lincoln) • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving
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