

## Kindergarten Grade Social Studies Alignment Record

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
<b>HISTORY</b>				
<b>H2</b>	<b>Living and Working Together - Use historical thinking to understand the past.</b>			
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	Unit 1: Lesson 3 – I know about Time	yesterday, today, 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 1: Lesson 4 – I Have a Past		WS (Worksheet) – Special You, Special Me!
<b>GEOGRAPHY</b>				
<b>G1</b>	<b>The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.</b>			
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
<b>G2</b>	<b>Places and Regions – Understand how regions are created from common physical and human characteristics.</b>			
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,

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				Improve a School, Home, School, Community Mailbox & Family
<b>G5</b>	<b>Environment and Society – <i>Understand the effects of human-environment interactions.</i></b>			
K – G5.0.1	Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).	Unit 2 – Lesson 6 – Gifts from our Earth Worksheet p. 224 “Whose Home is It?”	needs, wants, shelter	Books: “Pumpkin, 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
<b>CIVICS AND GOVERNMENT</b>				
<b>C2</b>	<b>Values and Principles of American Democracy - <i>Understand values and principles of American constitutional democracy.</i></b>			
K – C2.0.1	Identify our country’s flag as an important symbol of the United States.	Unit 2: Lesson 4 – Getting to Know My Country		Map of Michigan & United States Books: “Red, White & Blue” by Susan Canizares “The American Flag” By Lloyd G. Douglas WS – Uncle Sam Hat Pattern, The American Flag, Pledge of Allegiance, A Salute to US Symbols, Symbol Sort
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).	Unit 1: Lesson 5 – I Can Get Along with Others Unit 4: Lesson 1 – Getting Along with Others Lesson 3 - Being Fair		Book “I’m Like You, You’re Like Me” by Cindy Gainer WS – We the People
K – C2.0.3	Describe fair ways for groups to make decisions.			Book” “The Sand Box” by Don Rowe WS – Our Rights as U.S. Citizens
<b>C5</b>	<b>Roles of the Citizen in American Democracy - <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating</i></b>			
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet,	Unit 1: Lesson 1- I am a Person, Lesson 6 – I am Responsible Unit 4: Lesson 2 – Being Responsible		Book: “I Like Me!” By Nancy Carlson WS – Classroom Rules,

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	completing chores, following school rules, working in a group, taking turns).			Classify Rule Pictures, Traffic Lights
<b>ECONOMICS</b>				
<b>E1</b>	<b>Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>			
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?” by Beatrice Schenk De Regniers
<b>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>P3.1</b>	<b>Identifying and Analyzing Public Issues - Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</b>			
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!
<b>P3.3</b>	<b>Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.</b>			
K – P3.3.1	Express a position on a classroom issue.	Unit 4: Lesson 5 – Working Together to Solve Problems		

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<b>P4.2</b>	<b>Citizen Involvement - <i>Act constructively to further the public good.</i></b>			
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		