OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

Instructional Design Considerations

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing. **Every standard includes a reading and writing strand with standard objectives delineated by grade-level.**

Reading instruction supports the development and refinement of writing skills. Writing instruction supports the development and refinement of reading skills.

RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading Students will develop and apply effective communication skills through speaking and active listening.		Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
K.1.R.1	Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	K.1.W.1	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.
K.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	K.1.W.2	Students will work respectfully with others with guidance and support.
K.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.		
K.1.R.4	Students will follow one and two step directions.		

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

K.2.PA.1	Students will distinguish spoken words in a sentence.
K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.
K.2.PA.5	Students will count, pronounce, blend, segment, and delete syllables in spoken words.
K.2.PA.6	Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).
K.2.PA.7	Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast).
K.2.PA.8	Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).
K.2.PA.9	Students will add, delete, and substitute phonemes in one syllable spoken words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

K.2.PC.1	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
K.2.PC.2	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
K.2.PC.3	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PC.5	Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).
K.2.PC.6	Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

K.2.PWS.1	Students will identify all uppercase and lowercase letters.
K.2.PWS.2	Students will sequence the letters of the alphabet.
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

K.2.F.1	Students will read first and last name in print.
K.2.F.2	Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend increasingly complex literary and informational texts.		Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
K.2.R.1	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	K.2.W.1	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.
K.2.R.2	Students will discriminate between fiction and nonfiction/informational text with guidance and support.	K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	K.2.W.3	Students will begin to edit first drafts using appropriate spacing between letters and words.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

K.3.R.1	Students will name the author and illustrator, and explain the roles of each in a particular story.
K.3.R.2	Students will describe characters and setting in a story with guidance and support.
K.3.R.3	Students will tell what is happening in a picture or illustration.
K.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

K.3.W	Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

K.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.
K.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

K.4.W.1	Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.
K.4.W.2	Students will select appropriate language according to purpose with guidance and support.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

K.5.R.1	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.
K.5.R.2	Students will recognize concrete objects as persons, places or things (i.e., nouns).
K.5.R.3	Students will recognize words as actions (i.e., verbs).
K.5.R.4	Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

K.5.W.1	Students will capitalize, with guidance and support: • their first name • the pronoun "I."
K.5.W.2	Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
K.6.R.1	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.
K.6.R.2	Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	K.6.W.2	Students will find information from provided sources during group research with guidance and support.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.		Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
K.7.R.1	Students will recognize formats of print and digital text with guidance and support.	K.7.W.1	Students will use appropriate technology or media to communicate with others with guidance and support.
K.7.R.2	Students will explore how ideas and topics are depicted in a variety of media and formats.	K.7.W.2	Students will use appropriate props, images, or illustrations to support verbal communication.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.		Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
K.8.R	Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	K.8.W	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.

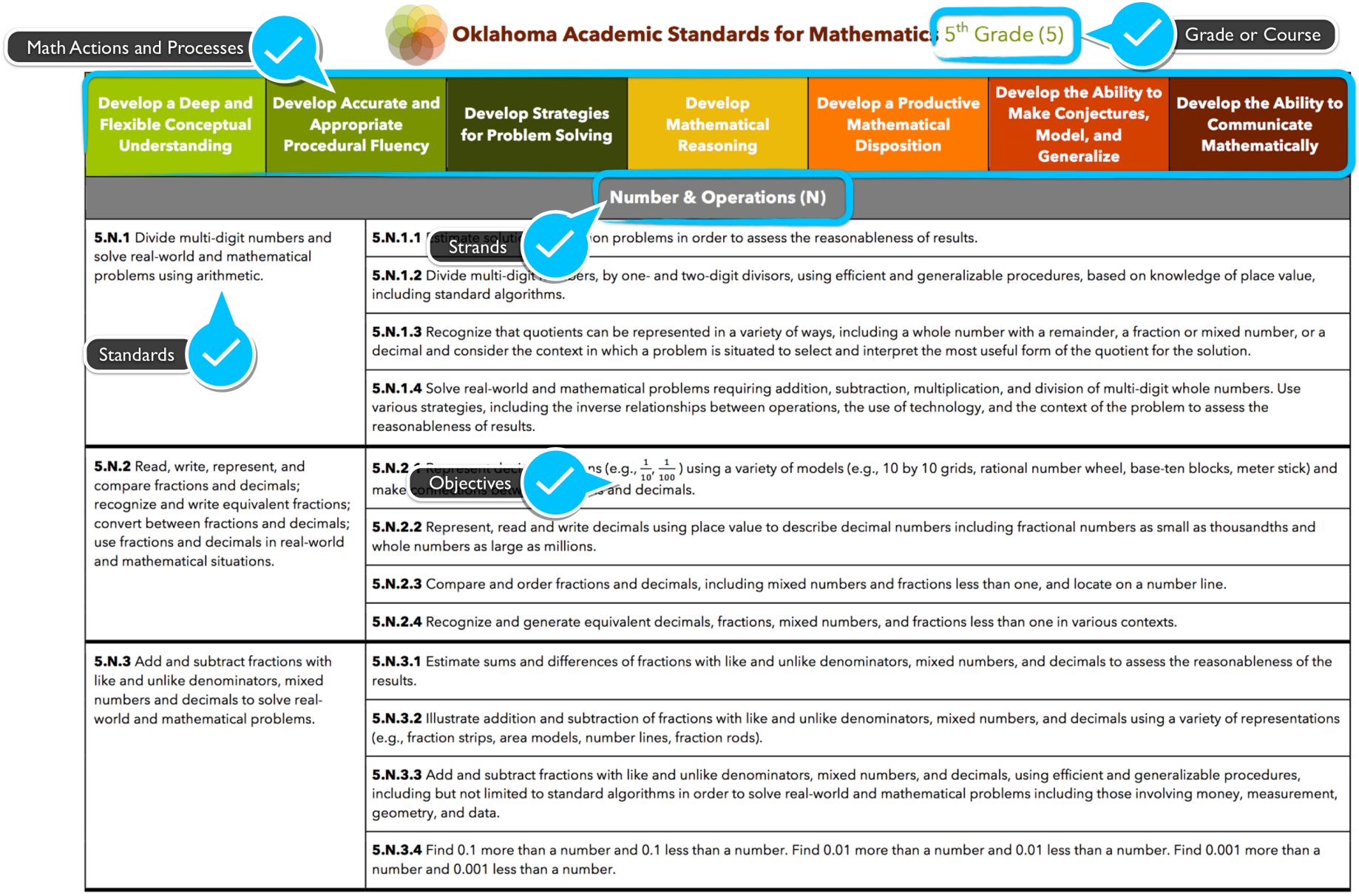
OKLAHOMA ACADEMIC STANDARDS

MATHEMATICS

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

Reading the Oklahoma Academic Standards for Mathematics



Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically

Number & Operations (N)	
K.N.1 Understand the relationship between quantities and whole numbers.	**K.N.1.1** Count aloud forward in sequence to 100 by 1's and 10's.
	K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10.
	K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.
	K.N.1.4 Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10. **Clarification statement**: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age.
	K.N.1.5 Count forward, with and without objects, from any given number up to 10.
	K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.
	K.N.1.7 Find a number that is 1 more or 1 less than a given number up to 10.
	K.N.1.8 Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.
K.N.2 Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.	**K.N.2.1** Compose and decompose numbers up to 10 with objects and pictures.
K.N.3 Understand the relationship between whole numbers and fractions through fair share.	**K.N.3.1** Distribute equally a set of objects into at least two smaller equal sets.
K.N.4 Identify coins by name.	**K.N.4.1** Identify pennies, nickels, dimes, and quarters by name.

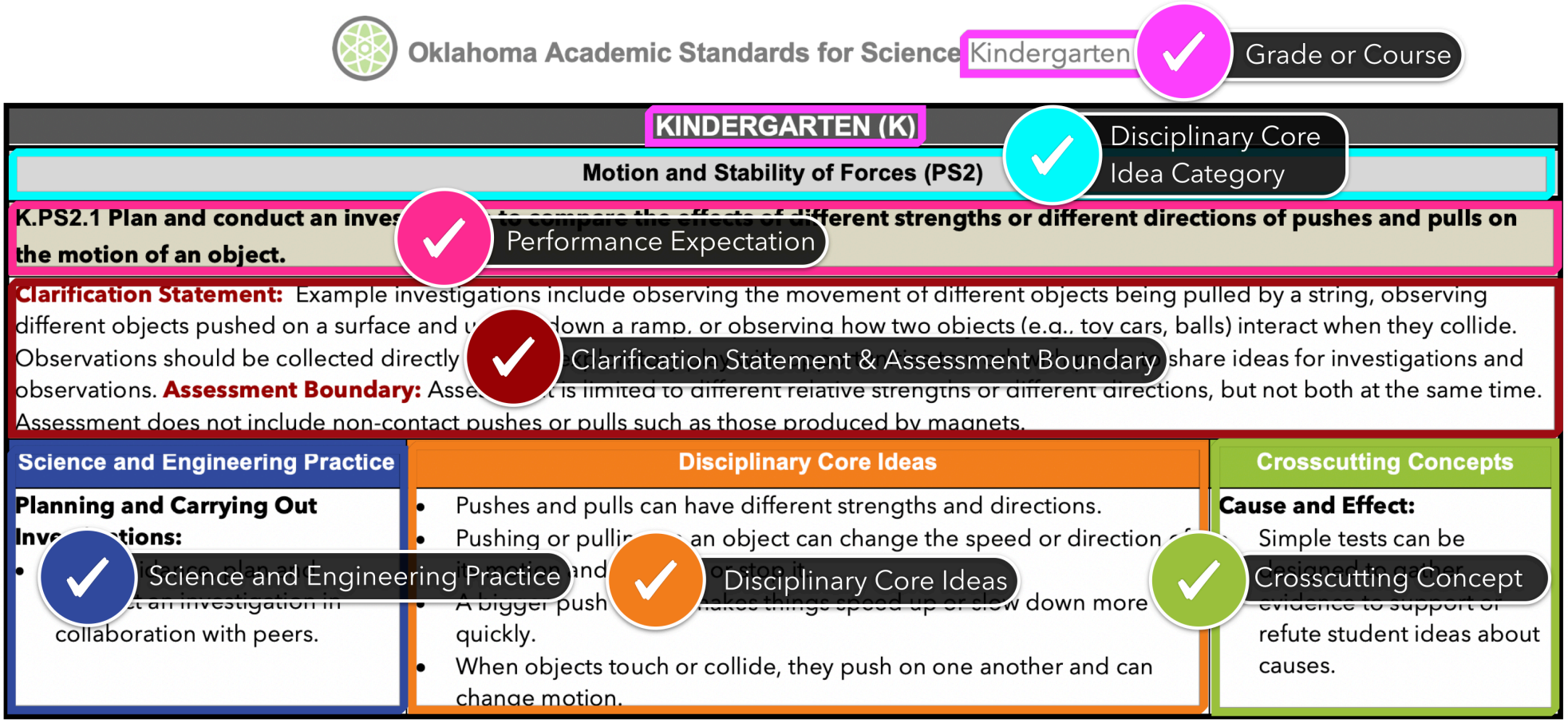
Algebraic Reasoning & Algebra (A)	
K.A.1 Duplicate patterns in a variety of contexts.	**K.A.1.1** Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.
	K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.
Geometry & Measurement (GM)	
K.GM.1 Recognize and sort basic two-dimensional shapes and use them to represent real-world objects.	**K.GM.1.1** Recognize squares, circles, triangles, and rectangles.
	K.GM.1.2 Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.
	K.GM.1.3 Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.
	K.GM.1.4 Use smaller shapes to form a larger shape when there is an outline to follow.
	K.GM.1.5 Compose free-form shapes with blocks.
	K.GM.1.6 Use basic shapes and spatial reasoning to represent objects in the real world.
K.GM.2 Compare and order objects according to location and measurable attributes.	**K.GM.2.1** Use words to compare objects according to length, size, weight, position, and location.
	K.GM.2.2 Order up to 6 objects using measurable attributes, such as length and weight.
	K.GM.2.3 Sort objects into sets by more than one attribute.
	K.GM.2.4 Compare the number of objects needed to fill two different containers.
K.GM.3 Tell time as it relates to daily life.	**K.GM.3.1** Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.
Data & Probability (D)	
K.D.1 Collect, organize, and interpret categorical data.	**K.D.1.1** Collect and sort information about objects and events in the environment.
	K.D.1.2 Use categorical data to create real-object and picture graphs.
	K.D.1.3 Draw conclusions from real-object and picture graphs.

Oklahoma Academic Standards

SCIENCE

OKLAHOMA
Education

Reading the Oklahoma Academic Standards for Science



KINDERGARTEN (K)

Motion and Stability of Forces (PS2)

K.PS2.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Clarification Statement: Example investigations include observing the movement of different objects being pulled by a string, observing different objects pushed on a surface and up and down a ramp, or observing how two objects (e.g., toy cars, balls) interact when they collide. Observations should be collected directly through exploratory play with opportunities to work with peers to share ideas for investigations and observations. **Assessment Boundary:** Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • With guidance, plan and conduct an investigation in collaboration with peers.	• Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. • A bigger push or pull makes things speed up or slow down more quickly. • When objects touch or collide, they push on one another and can change motion.	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

K.PS2.2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.*

Clarification Statement: Data should be limited to observational data collected through exploration-based play of simple design solutions to address problems. Example problems include having an object (e.g., toy car or ball) move a certain distance, follow a particular path, or knock down other objects. Designed solutions could include using or building a ramp to increase the speed of the object, using objects that would cause an object like a toy car or ball to follow a particular path. Emphasis is on basic play as a means to develop a designed solution and test that design. **Assessment Boundary:** Assessment does not include friction as a mechanism for change in speed.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing Data: • Analyze data from tests of an object or tool to determine if it works as intended.	• Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. • A situation that people want to change or create can be approached as a problem to be solved through engineering. • Such problems may have many acceptable solutions.	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Energy (PS3)

K.PS3.1 Make observations to determine the effect of sunlight on Earth's surface.

Clarification Statement: Making observations should include opportunities to directly observe surfaces (e.g. sand, soil, rocks, or playground equipment) in direct sunlight, partial sunlight and shade with opportunities to explore and discuss observed patterns of the sun's impact on those surfaces. Opportunities to share noticings and wonderings should be encouraged. **Assessment Boundary:** Assessment of temperature is limited to relative measures such as warmer/cooler.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Make observations (firsthand or from media) to collect data that can be used to make comparisons.	• Sunlight warms the Earth's surface.	**Cause and Effect:** • Events have causes that generate observable patterns.

K.PS3.2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*

Clarification Statement: Examples of structures could include forms of umbrellas, canopies, and tents developed through exploratory play with a variety of materials allowing opportunities to build and test how designed structures might minimize the warming effect of the sun. Effectiveness can be determined by placing rocks or sand under the structure and observing the warmth or coolness of the object.
Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Designing Solutions: • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	• Sunlight warms the Earth's surface.	**Cause and Effect:** • Events have causes that generate observable patterns.

From Molecules to Organisms: Structure and Function (LS1)

K.LS1.1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Clarification Statement: Examples of observable patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water. Observations could be collected through nature walks around the playground and videos. Patterns of similarities and differences among different animals or between plants and animals should be discussed.

Assessment Boundary: Assessment is limited to observations and not how plants use light (photosynthesis).

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data: • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	• All animals need food in order to live and grow. • Animals obtain their food from plants or from other animals. • Plants need water and light to live and grow.	**Patterns:** • Patterns in the natural and human designed world can be observed and used as evidence.

Earth Systems (ESS2)

K.ESS.2.1 Use and share observations of local weather conditions to describe patterns over time.

Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

Assessment Boundary: Assessment of temperature is limited to whole numbers for patterns, and relative measures such as warmer/cooler for temperatures.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data: • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	• Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. • People measure these conditions to describe and record the weather and to notice patterns over time.	**Patterns:** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Earth Systems (ESS2)

K.ESS2.2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Clarification Statement: Arguments center on sharing examples of how plants and animals change their environments and discussing ideas as to why those changes meet a need of plants and animals (e.g., shelter, food, room to grow). Examples of arguments could include squirrels digging in the ground to hide food, tree roots breaking sidewalks, birds building a nest to protect their young.
Assessment Boundary: Arguments should be based on qualitative not quantitative evidence.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence: • Construct and argument with evidence to support a claim.	• Plants and animals can change their environment. • Things that people do to live comfortably can affect the world around them.	**Systems and System Models:** • Systems in the natural and designed world have parts that work together.

Earth and Human Activity (ESS3)

K.ESS3.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Clarification Statement: Models could include drawings, physical replicas, or dramatizations that show relationships between plants or animals and their surroundings. Examples of relationships could include that squirrels eat nuts and seeds, and therefore, they usually live near trees; and grasses need sunlight, so they often grow in meadows with no or few trees. Opportunities to share noticings and wondering should be encouraged. **Assessment Boundary:** N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models: • Use a model to represent relationships in the natural world.	• Living things need water, air, and resources from the land, and they live in places that have the things they need. • Humans use natural resources for everthing they do.	**Systems and System Models:** • Systems in the natural and designed world have parts that work together.

Earth and Human Activity (ESS3)		
K.ESS3.2 Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.*		
Clarification Statement: Questions may arise or be encouraged through observations, interests, text, or media. Emphasis is on weather forecasting of local weather and how weather forecasting can help people plan for, and respond to, specific types of local weather (e.g., staying indoors during severe weather, going to cool places during heat waves). **Assessment Boundary:** Assessment does not include causes for severe weather.		
Science and Engineering Practice	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Asking Questions: • Asking questions, making observations, and gathering information are helpful in thinking about problems.	• Some kinds of severe weather are more likely than others in a given region. • Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. • People depend on various technologies in their lives; human life would be very different without technology.	**Cause and Effects:** • Events have causes that generate observable patterns.

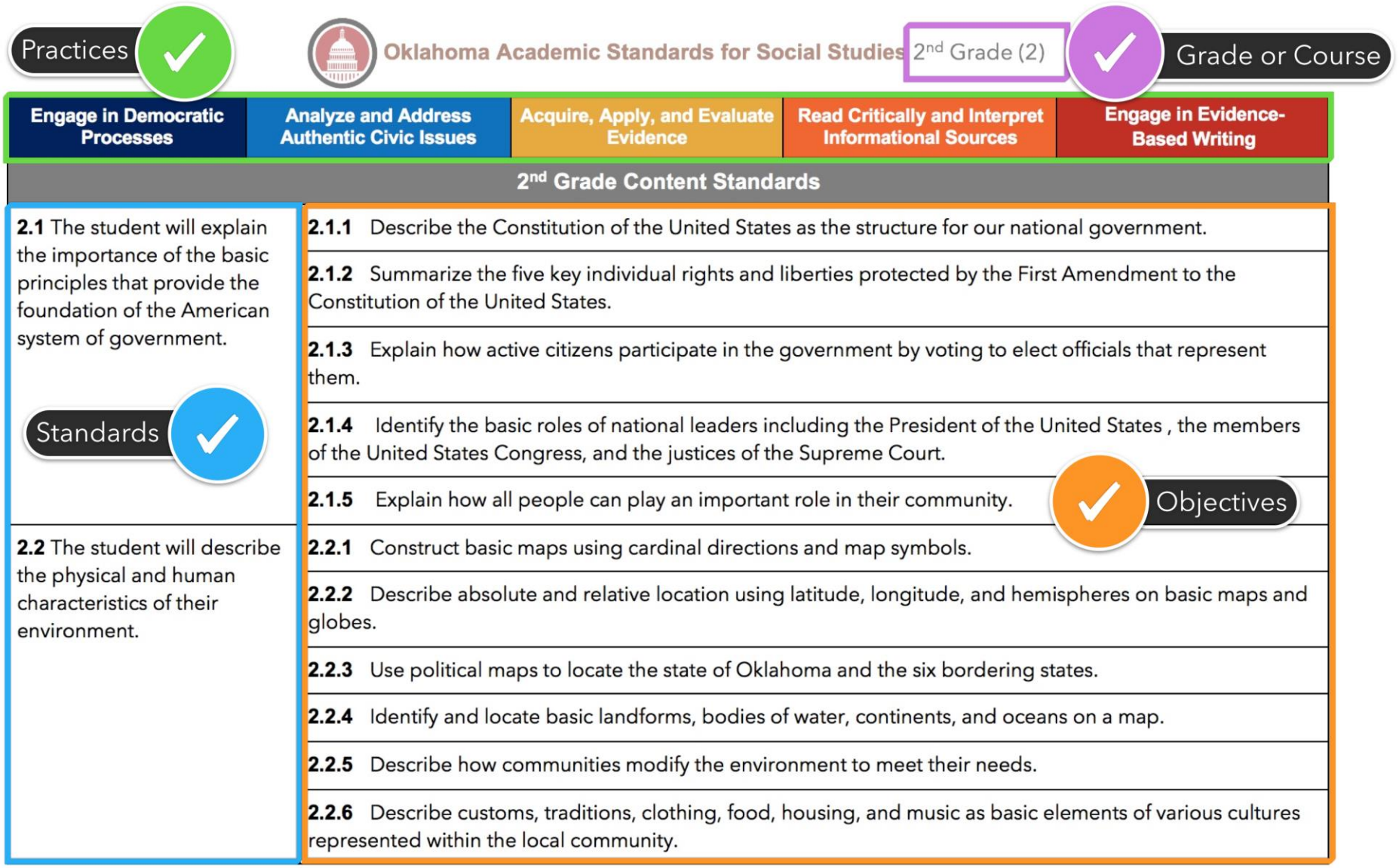
OKLAHOMA ACADEMIC STANDARDS

SOCIAL STUDIES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

Reading the Oklahoma Academic Standards for Social Studies



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing

Kindergarten Content Standards	
K.1 The student will exhibit traits of good citizenship.	**K.1.1** Describe the importance of rules, personal responsibilities, and natural consequences as a member of a family, class, and school.
	K.1.2 Identify ways to be an active member of the community.
	K.1.3 Identify the United States Flag as a symbol of the country, explaining the stripes as symbols for the first states and the stars as symbols for the current states in our country.
	K.1.4 Identify the purpose of the Pledge of Allegiance and explain appropriate flag etiquette.
	K.1.5 Identify other important United States symbols including the Statue of Liberty located in New York Harbor.
K.2 The student will demonstrate knowledge of basic physical and human geographic concepts.	**K.2.1** Explain that a globe is a model of the Earth and that a map is a drawing of a place; construct basic maps.
	K.2.2 Identify basic cardinal directions and relative location terms.
	K.2.3 Identify the shape of the state of Oklahoma on a map.
	K.2.4 Explain that the school is part of a larger community and one's community is within the state of Oklahoma.
	K.2.5 Describe what makes one's community alike or different than other communities.
	K.2.6 Describe family and community customs and traditions as basic elements of culture.

K.3 The student will understand that history relates to events and people of other times and places.	**K.3.1** Explain how events of the past may have affected our community and the way we live today.
	K.3.2 Explain how we honor people and events of the past.
	K.3.3 Use words and phrases related to chronology and time to explain how things change including before/after and yesterday/today/tomorrow.
	K.3.4 Explain that different types of sources can be used to learn about the past.
K.4 The student will identify basic economic concepts.	**K.4.1** Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.
	K.4.2 Explain the relationship between work and earning money.
	K.4.3 Identify ways that people use their money, including spending and saving.
	K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student's life.