

## KG-1<sup>st</sup> HABITAT, HOME, COMMUNITY, AND WILDLIFE

### 2010 IDOE Content Standards

**NOTE:** Literacy standards have not been included in this list because they are too numerous and vary in session versions. Please inquire if this is a standard you want to cover in the session.

#### **KINDERGARTEN Core Standards**

##### **Standard 3: Life Science**

Observe living organisms, compare and contrast their characteristics, and ask questions about them.

K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

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##### **Standard 1: History**

Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

K.1.4 Identify and order events that take place in a sequence.

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##### **Standard 2: Civics and Government**

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us. (Individuals, Society and Culture).

K.2.4 Give examples of how to be a responsible family member and member of a group. (Individuals, Society and Culture)

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##### **Standard 3: Geography**

K.3.3 Locate and describe places in the school and community.

K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society and Culture)

K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.

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##### **Standard 4: Economics**

Students explain that people do different jobs and work to meet basic economic wants.

K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

K.4.3 Explain why people in a community choose different jobs.

K.4.4 Give examples of work activities that people do at home.

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#### **KINDERGARTEN Core Standards**

### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

K.1.1 Name healthy behaviors.

K.1.2 Identify that physical health is one dimension of health and wellness.

### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

K.2.1 Identify how the family influences personal health practices.

K.2.3 State how the media influences behaviors.

### **Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

K.3.1 Name a person who can help promote health and wellness.

### **Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

K.5.1 Identify health-related situations.

### **Standard 6**

Students will demonstrate the ability to use goal setting skills to enhance health.

K.6.1 Name personal health and wellness goals.

K.6.2 Name who can help to achieve a personal health goal.

### **Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

K.7.1 Identify healthy behaviors to improve personal health and wellness.

K.7.2 Name behaviors that prevent injuries.

### **Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

K.8.1 Repeat rules that promote personal health.

K.8.2 Tell how peers can make positive choices.

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## **GRADE 1 Core Standards**

### **Standard 3: Life Science**

Observe, describe and ask questions about living things and their relationships to their environments.

1.3.1 Classify living organisms according to variations in specific physical features (e.g. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

1.3.4 Describe how animals' habitats, including plants meet their needs for food, water, shelter and an environment in which they can live.

1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.

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### **Standard 1: History**

Students will identify community and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

- 1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

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### **Standard 2: Civics and Government**

Students will explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

- 1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture)
- 1.2.5 Describe what a citizen is and describe the characteristics of good citizenship. (Individuals, Society and Culture)

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### **Standard 3: Geography**

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

- 1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.
- 1.3.6 Explain the effect of seasonal change on plants, animals, and people.
- 1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

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### **Standard 4: Economics**

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

- 1.4.1 Identify goods that people use.
- 1.4.2 Identify services that people do for each other.
- 1.4.3 Describe how people in the school and community are both producers and consumers.
- 1.4.5 Explain that people have to make choices about goods and services because of scarcity.
- 1.4.6 Explain that people exchange goods and services to get the things they want.

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## **GRADE 1 Core Standards**

### **Standard 1: Health & Wellness**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.1.1 Tell how healthy behaviors impact personal health and wellness.

### **Standard 2**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 1.2.1 Describe how the family influences personal health behaviors.
- 1.2.2 Recognize what the school can do to support health behaviors.
- 1.2.1 Identify how television commercials and magazine advertisements entice someone to purchase food products.

**Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

1.3.1 Choose a professional who can help promote health and wellness.

1.3.2 List ways to locate a community helper for a health-related situation.

**Standard 5**

Students will demonstrate the ability to use decision making skills to enhance health.

1.5.1 Describe a health-related decision.

1.5.2 Describe situations when assistance is needed for a health-related decision.

**Standard 6**

Students will demonstrate the ability to use goal setting skills to enhance health.

1.6.1 Name actions to take toward achieving a short-term health goal.

1.6.2 Identify who can help to achieve a personal health goal.

**Standard 7**

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

1.7.1 Describe healthy practices to maintain personal health and wellness

1.7.2 Describe behaviors that reduce health risks.

**Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health.

1.8.1 Identify ways to promote health and wellness.

1.8.2 Assist peers to make positive choices.

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