

Standards Correlation

Indiana Academic Standards

Kindergarten Social Studies Standards

In kindergarten, children will learn about traits of good citizenship, basic geographic concepts, changes between the past and today, and basic economic concepts. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

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.

Historical Knowledge

K.1.1 Compare children and families of today with those from the past.

Example: Compare clothing, houses, and other objects.

Chapter 4, Lesson 1 (TE, IJ, RC): Life in the Past; **Chapter 4, Lesson 2 (TE, IJ, RC):** Communities Change; **Chapter 4, Lesson 2 (IO):** More to Explore: A Classroom from Long Ago; **Chapter 4, Lesson 3 (IO):** More to Explore: Buses Have Changed; **Chapter 4 (IEM, IEM TG):** Talking on the Phone; **Chapter 4 (IEM, IEM TG):** Look for Clues; **Chapter 4 (IEM, IEM TG):** A Day in the Life of a Pioneer Child; **Chapter 4 (IEM, IEM TG):** How Shopping Has Changed; **Chapter 5, Lesson 4 (IO):** More to Explore: Ice Trucks Then and Now

K.1.2 Identify ways by which people, heritage, and events are commemorated and recognized.

Example: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, and birthdays.

Chapter 1, Investigate (TE, RC): People You Should Know; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Explore Words; **Chapter 3, Lesson 1 (TE, RC):** Our Leaders; **Chapter 3, Lesson 3 (TE, RC):** Our National Holidays; **Chapter 3, Lesson 5 (TE, RC):** We Are Proud; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 3 (IEM, IEM TG):** Poetry Corner: Red, Black, and Green; **Chapter 4, Lesson 4 (TE, RC):** Our Nation; **Chapter 4, Lesson 5 (TE, RC):** Life Then and Now; **Chapter 4, Lesson 5 (IO):** Lesson Video: Martin Luther King and the Fight for the Right to Vote; **Chapter 4 (IEM, IEM TG):** Native American Drums; **Reference Sources (TE, RC):** Celebrate Holidays

Chronological Thinking

K.1.3 Identify events and place events in a sequence.

Example: Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.

Chapter 2, Engage (TE, IJ): Inquiry Tools; **Chapter 2, Lesson 5 (IO):** More to Explore: A Neighborhood Grows; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Lesson 1 (TE, RC):** People Work

<p>K.1.4 Explain that calendars are used to represent the days of the week and months of the year.</p> <p>Example: Use a calendar to identify days of the week and school activities and birthdays.</p>	<p>Chapter 3, Lesson 3 (TE, IJ, RC): Our National Holidays</p>
<p>Standard 2 Civics and Government <i>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.</i></p>	
<p>Foundations of Government</p>	
<p>K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.</p> <p>Example: Parents, teachers, school principal, bus drivers and policemen</p>	<p>Chapter 1, Lesson 4 (TE, RC): We Follow Laws; Chapter 2, Investigate (TE, RC): People You Should Know; Chapter 2, Lesson 1 (TE, RC): Our School; Chapter 2 (IEM, IEM TG): A Day in the Life of a Teacher; Chapter 3, Lesson 1 (TE, IJ, RC): Our Leaders; Chapter 3, Lesson 1 (IO): More to Explore: Our Leaders; Chapter 3 (IEM, IEM TG): Sonia Sotomayor; Chapter 4, Lesson 2 (TE, RC): Communities Change; Chapter 5, Lesson 1 (TE, RC): People Work; Chapter 5, Lesson 3 (TE, IJ, RC): Community Workers; Chapter 5, Lesson 3 (IO): Community Workers; Chapter 5 (IEM, IEM TG): A Day in the Life of Veterinarian</p>
<p>K.2.2 Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.</p>	<p>Be a Social Studies Detective (IO): More to Explore: Our Flag; Chapter 3, Investigate (TE, RC): Connect Through Literature; Chapter 3, Lesson 1 (TE, RC): Our Leaders; Chapter 3, Lesson 1 (IO): More to Explore: Our Leaders; Chapter 3, Lesson 2 (TE, IJ): Our National Symbols; Chapter 3, Lesson 2 (IO): Lesson Video: The Star-Spangled Banner; Chapter 3, Lesson 5 (TE, IJ): We Are Proud; Chapter 3 (IEM, IEM TG): Our Country’s Flag</p>
<p>Functions of Government</p>	
<p>K.2.3 Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.</p>	<p>Chapter 1, Lesson 3 (TE, RC): We Follow Rules; Chapter 1, Lesson 3 (IO): Lesson Video: What Are Rules?; Chapter 1, Lesson 4 (TE, RC): We Follow Laws; Chapter 1, Lesson 4 (IO): Following Laws; Chapter 1, Lesson 5 (TE, RC): We Are Good Citizens; Chapter 1 (IEM, IEM TG): School Rules; Chapter 1 (IEM, IEM TG): We Can Help; Chapter 5, Lesson 1 (IO): My Job at School</p>

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Roles of Citizens

K.2.4 Give examples of how to be a responsible family member and member of a group.

Chapter 1, Lesson 1 (TE, RC): We Are Unique; **Chapter 1, Lesson 2 (TE, IJ):** We Cooperate; **Chapter 1, Lesson 3 (TE, IJ, RC):** We Follow Rules; **Chapter 1, Lesson 3 (IO):** Analyze the Source: Play With Blocks; **Chapter 1, Lesson 5 (TE, RC):** We Are Good Citizens; **Chapter 1 (IEM, IEM TG):** Playing Together; **Chapter 1 (IEM, IEM TG):** Community Laws; **Chapter 3, Lesson 1 (IO):** More to Explore: Our Leaders; **Chapter 3, Lesson 5 (TE, RC):** We Are Proud; **Chapter 5, Lesson 1 (TE, RC):** People Work

Standard 3 Geography

Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

World in Spatial Terms

K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.

Example: Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.

Chapter 2, Lesson 1 (TE, RC): Our School; **Chapter 2, Lesson 2 (TE):** Our Neighborhood

K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.

Be a Social Studies Detective (TE, RC): Using Globes; **Chapter 1, Lesson 5 (IO):** Good Neighbors; **Chapter 2, Engage (TE, IJ):** Explore Words; **Chapter 2, Lesson 3 (TE, RC):** Our Place in the World

Places and Regions

K.3.3 Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.

Example: Cafeteria, library, office, restrooms, gym and the fire station

Explore Indiana (IO): Engage with the Essential Question; **Explore Indiana (IO):** Places Nearby; **Explore Indiana (IO):** Report Your Findings; **Explore Indiana (IO):** Connections in Action; **Chapter 2, Lesson 1 (TE, IJ, RC):** Our School; **Chapter 2, Lesson 2 (TE, IJ, RC):** Our Neighborhood; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 2 (IEM, IEM TG):** A Neighborhood Map

K.3.4 Identify and describe the address and location of school; understand the importance of an address.

Explore Indiana (IO): Our School; **Explore Indiana (IO):** Connections in Action; **Chapter 2, Lesson 1 (TE):** Our School

Physical Systems

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

Example: Use a variety of resources (newspapers, yearbooks, internet, maps, and photographs) to show the similarities and differences in family customs and celebrations, clothing, house types, work, and cultural and ethnic heritage.

Explore Indiana (IO): Engage with the Essential Question; **Explore Indiana (IO):** Weather and Seasons; **Explore Indiana (IO):** Report Your Findings; **Chapter 2, Lesson 3 (TE):** Our Place in the World; **Chapter 2, Lesson 3 (IO):** More to Explore: Dress for the Weather; **Chapter 5, Lesson 2 (TE, RC):** Making Choices

Human Systems

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

Example: Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

Chapter 2, Lesson 1 (TE, RC): Our School; **Chapter 3, Lesson 5 (TE, RC):** We Are Proud; **Chapter 3 (IEM, IEM TG):** Perspectives: Welcome to America

Environment and Society

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

Chapter 2, Lesson 5 (TE, IJ, RC): Protecting Our Neighborhood; **Chapter 2 (IEM, IEM TG):** Helping Our Neighborhood

Standard 4 Economics

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

World in Spatial Terms

K.4.1 Explain that people work to earn money to buy the things they want and need.

Chapter 5, Lesson 2 (TE, RC): Making Choices

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

Example: Use picture books, stories and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

Chapter 2 (IEM, IEM TG): A Day in the Life of a Teacher; **Chapter 5, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Investigate (TE, RC):** Activate Knowledge; **Chapter 5, Lesson 1 (TE, IJ, RC):** People Work; **Chapter 5, Lesson 3 (TE, IJ, RC):** Community Workers; **Chapter 5, Lesson 4 (TE, IJ, RC):** Jobs Then and Now; **Chapter 5, Lesson 5 (TE, IJ, RC):** Jobs People Do; **Chapter 5 (IEM, IEM TG):** What Kinds of Work Do People Do?; **Chapter 5 (IEM, IEM TG):** A Day in the Life of Veterinarian; **Chapter 5 (IEM, IEM TG):** Then and Now: Farmers at Work

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<p>K.4.3 Explain why people in a community choose different jobs.</p> <p>Example: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job</p>	<p>Chapter 5, Lesson 1 (IO): Investigate Indiana: Jobs People Do; Chapter 5, Lesson 3 (TE, IJ, RC): Community Workers</p>
<p>K.4.4 Give examples of work activities that people do at home.</p>	<p>Chapter 5, Lesson 4 (TE, RC): Jobs Then and Now; Chapter 5 (IEM, IEM TG): We Can Help</p>

Indiana English Language Arts Standards

IMPACT Coverage

IMPACT Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

READING	
Reading: <i>Literature</i>	
Key Ideas and Textual Support	
<p>K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Lesson 1 (TE, IJ): We Are Unique; Chapter 1, Lesson 2 (TE, IJ, RC): We Cooperate; Chapter 1, Lesson 3 (TE, IJ, RC): We Follow Rules; Chapter 1, Lesson 5 (TE, IJ): What Does It Mean to Be a Good Citizen?; Chapter 1, Lesson 5 (IO): Analyze the Source: The Lion and the Mouse; Chapter 1 (IEM, IEM TG): Story Time: Playing Together; Chapter 1 (IEM, IEM TG): Song Time: School Rules; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2 (IEM, IEM TG): Song Time: In My Neighborhood; Chapter 3, Investigate (TE, RC): Connect Through Literature; Chapter 3 (IEM, IEM TG): Perspectives: Welcome to America; Chapter 3 (IEM, IEM TG): Poetry Corner: Red, Black, and Green; Chapter 3 (IEM, IEM TG): Poetry Corner: Looking for Clues; Chapter 4, Investigate (TE, RC): Connect Through Literature; Chapter 5, Lesson 2 (TE, RC): Making Choices; Chapter 5 (IEM, IEM TG): Poetry Corner: Schoolwork; Chapter 5, Investigate (TE, RC): Connect Through Literature; Chapter 5 (IEM, IEM TG): Story Time: My Shopping List</p>
<p>K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</p>	<p>Chapter 1, Lesson 2 (TE, IJ, RC): We Cooperate; Chapter 5, Lesson 2 (TE, RC): What Are Needs and Wants?</p>
<p>K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).</p>	<p>Chapter 1, Lesson 2 (TE, IJ): How Do People Cooperate?; Chapter 1, Lesson 3 (TE, RC): What Are Rules?; Chapter 1, Lesson 5 (TE, IJ): What Does It Mean to Be a Good Citizen?; Chapter 1, Lesson 5 (IO): Analyze the Source: The Lion and the Mouse; Chapter 1, Reader's Theater (TE, IJ): The Little Red Hen; Chapter 3, Reader's Theater (TE, IJ): A Day for a Parade; Chapter 5, Lesson 2 (TE, RC): What Are Needs and Wants?; Chapter 5, Reader's Theater (TE, IJ): The Three Goats and the Toll Troll</p>

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Structural Elements and Organization

K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

Chapter 1, Investigate (TE, RC): Connect Through Literature; **Chapter 1, Reader's Theater (TE, IJ):** The Little Red Hen; **Chapter 2, Investigate (TE, RC):** Connect Through Literature; **Chapter 3, Investigate (TE, RC):** Connect Through Literature; **Chapter 3, Reader's Theater (TE, IJ):** A Day for a Parade; **Chapter 4, Investigate (TE, RC):** Connect Through Literature; **Chapter 5, Investigate (TE, RC):** Connect Through Literature; **Chapter 5, Reader's Theater (TE, IJ):** The Three Goats and the Toll Troll

Synthesis and Connection of Ideas

K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.

Chapter 1, Lesson 5 (TE, IJ): We Are Good Citizens; **Chapter 1 (IEM, IEM TG):** Let's Put on a Play; **Chapter 2 (IEM, IEM TG):** A Day in the Life of a Teacher; **Chapter 3 (IEM, IEM TG):** Building Mount Rushmore; **Chapter 4 (IEM, IEM TG):** A Day in the Life of a Pioneer Child; **Chapter 5, Lesson 2 (TE, RC):** What Are Needs and Wants?; **Chapter 5 (IEM, IEM TG):** Story Time; **Chapter 5 (IEM, IEM TG):** A Day in the Life of a Veterinarian

Reading: *Nonfiction*

Key Ideas and Textual Support

K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

Be a Social Studies Detective (TE, RC): Explore and Investigate; **Be a Social Studies Detective (IO):** More to Explore: Using Sources; **Chapter 1, Lesson 1 (TE, IJ, RC):** We Are Unique; **Chapter 1, Lesson 2 (TE, RC):** We Cooperate; **Chapter 1, Lesson 3 (TE, RC):** We Follow Rules; **Chapter 1, Lesson 5 (TE, RC):** We Are Good Citizens; **Chapter 2, Lesson 1 (TE, IJ, RC):** Our School; **Chapter 2, Lesson 2 (TE, IJ, RC):** Our Neighborhood; **Chapter 2, Lesson 3 (TE, IJ, RC):** Our Place in the World; **Chapter 2, Lesson 4 (TE, IJ, RC):** We Get Around; **Chapter 2, Lesson 5 (TE, IJ, RC):** Protecting Our Neighborhood; **Chapter 3, Lesson 1 (TE, IJ, RC):** Our Leaders; **Chapter 3, Lesson 2 (TE, IJ, RC):** Our National Symbols; **Chapter 3, Lesson 3 (TE, IJ, RC):** Our National Holidays; **Chapter 3, Lesson 4 (TE, IJ, RC):** People and Places in America; **Chapter 3, Lesson 5 (TE, IJ, RC):** We Are Proud; **Chapter 4, Lesson 1 (TE, IJ, RC):** Life in the Past; **Chapter 4, Lesson 2 (TE, IJ, RC):** Communities Change; **Chapter 4, Lesson 3 (TE, IJ, RC):** Transportation Then and Now; **Chapter 4, Lesson 4 (TE, IJ, RC):** Our Nation; **Chapter 4, Lesson 5 (TE, IJ, RC):** Life Then and Now; **Chapter 5, Lesson 1 (TE, IJ, RC):** People Work; **Chapter 5, Lesson 2 (TE, RC):** What Are Needs and Wants?; **Chapter 5, Lesson 3 (TE, IJ, RC):** Community Workers; **Chapter 5, Lesson 4 (TE, IJ, RC):** Jobs Then and Now; **Chapter 5, Lesson 5 (TE, IJ, RC):** Jobs People Do

<p>K.RN.2.2 With support, retell the main idea and key details of a text.</p>	<p>Chapter 1, Lesson 2 (TE, IJ, RC): We Cooperate; Chapter 2, Lesson 2 (TE, IJ, RC): Our Neighborhood; Chapter 2, Lesson 3 (TE, IJ, RC): Our Place in the World; Chapter 3, Lesson 2 (TE, IJ, RC): Our National Symbols; Chapter 3, Lesson 5 (TE, IJ, RC): We Are Proud; Chapter 5, Lesson 1 (TE, IJ, RC): People Work; Chapter 5, Lesson 5 (TE, IJ, RC): Jobs People Do</p>
<p>K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Chapter 1, Lesson 4 (TE, IJ, RC): We Follow Laws; Chapter 1, Lesson 5 (TE, IJ, RC): We Are Good Citizens; Chapter 2, Lesson 1 (TE, IJ, RC): Our School; Chapter 2, Lesson 2 (TE, IJ, RC): Our Neighborhood; Chapter 2, Lesson 3 (TE, IJ, RC): Our Place in the World; Chapter 2, Lesson 4 (TE, IJ, RC): We Get Around; Chapter 3, Lesson 2 (TE, IJ, RC): Our National Symbols; Chapter 3, Lesson 3 (TE, IJ, RC): Our National Holidays; Chapter 4, Lesson 1 (TE, IJ, RC): Life in the Past; Chapter 4, Lesson 2 (TE, IJ, RC): Communities Change; Chapter 4, Lesson 3 (TE, IJ, RC): Transportation Then and Now; Chapter 4, Lesson 4 (TE, IJ, RC): Our Nation; Chapter 4, Lesson 5 (TE, IJ, RC): Life Then and Now; Chapter 5, Lesson 1 (TE, IJ, RC): People Work; Chapter 5, Lesson 2 (TE, IJ, RC): Making Choices; Chapter 5, Lesson 3 (TE, IJ, RC): Community Workers; Chapter 5, Lesson 4 (TE, IJ, RC): Jobs Then and Now; Chapter 5, Lesson 5 (TE, IJ, RC): Jobs People Do</p>
<p>Structural Elements and Organization</p>	
<p>K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.</p>	<p>Be a Social Studies Detective (TE, RC): Explore and Investigate; Chapter 1, Lesson 4 (TE, IJ, RC): We Follow Laws; Chapter 1, Lesson 5 (TE, RC): We Are Good Citizens; Chapter 2, Lesson 4 (TE, IJ, RC): We Get Around; Chapter 2, Lesson 5 (TE, IJ, RC): Protecting Our Neighborhood; Chapter 2 (IEM, IEM TG): A Neighborhood Map; Chapter 3 (IEM, IEM TG): A Symbol of America; Chapter 4, Lesson 4 (TE, IJ, RC): Our Nation; Chapter 4, Lesson 5 (TE, IJ, RC): Life Then and Now; Chapter 4 (IEM, IEM TG): Flying Through Time; Chapter 5, Lesson 2 (TE, IJ, RC): Making Choices; Chapter 5, Lesson 3 (TE, IJ, RC): Community Workers; Chapter 5, Lesson 4 (TE, IJ, RC): Jobs Then and Now</p>

Standards Correlation

Synthesis and Connection of Ideas	
K.RN.4.1 With support, identify the reasons an author gives to support points in a text.	Chapter 2, Lesson 5 (TE, IJ, RC): Protecting Our Neighborhood
Reading: <i>Vocabulary</i>	
Vocabulary in Literature and Nonfiction Texts	
K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.	Chapter 2, Take Action (TE, RC): More to Explore: Words in Action <i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning & Support Language section for each lesson in the IMPACT Teacher's Edition.</i>
WRITING	
Writing Genres: Argumentative, Informative, and Narrative	
K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Take Action (TE, IJ): Inquiry Project
K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.	Chapter 1, Lesson 2 (TE, IJ): We Cooperate; Chapter 1, Lesson 3 (TE, IJ): We Follow Rules; Chapter 2, Engage (TE, IJ): Inquiry Project; Chapter 2, Lesson 1 (TE, IJ): Our School; Chapter 2, Lesson 2 (TE, IJ): Our Neighborhood; Chapter 2, Lesson 3 (TE, IJ): Our Place in the World; Chapter 2, Lesson 4 (TE, IJ): We Get Around; Chapter 2, Lesson 5 (TE, IJ): Protecting Our Neighborhood; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Lesson 5 (TE, IJ): We Are Proud; Chapter 4, Lesson 1 (TE, IJ): Life in the Past; Chapter 4, Lesson 2 (TE, IJ): Communities Change; Chapter 4, Lesson 3 (TE, IJ): Transportation Then and Now; Chapter 4, Lesson 4 (TE, IJ): Our Nation; Chapter 4, Lesson 5 (TE, IJ): Life Then and Now; Chapter 5, Lesson 2 (TE, IJ): Making Choices
K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.	Chapter 1, Lesson 4 (TE, IJ): We Follow Laws; Chapter 1, Lesson 5 (TE, IJ): We Are Good Citizens; Chapter 3, Lesson 3 (TE, IJ): Our National Holidays; Chapter 3, Lesson 4 (TE, IJ): People and Places in America; Chapter 5, Lesson 1 (TE, IJ): People Work; Chapter 5, Lesson 4 (TE, IJ): Jobs Then and Now

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

K.W.5 With support, build understanding of a topic using various sources.

Chapter 1, Lesson 3 (TE, RC): We Follow Rules; **Chapter 2, Lesson 1 (TE, IJ, RC):** Our School; **Chapter 2, Lesson 2 (TE, IJ, RC):** Our Neighborhood; **Chapter 2, Lesson 3 (TE, IJ, RC):** Our Place in the World; **Chapter 2, Lesson 4 (TE, IJ, RC):** We Get Around; **Chapter 2, Lesson 5 (TE, IJ, RC):** Protecting Our Neighborhood; **Chapter 3, Lesson 1 (TE, IJ, RC):** Our Leaders; **Chapter 3, Lesson 2 (TE, IJ, RC):** Our National Symbols; **Chapter 3, Lesson 3 (TE, IJ, RC):** Our National Holidays; **Chapter 3, Lesson 4 (TE, IJ, RC):** People and Places in America; **Chapter 3, Lesson 5 (TE, IJ, RC):** We Are Proud; **Chapter 4, Lesson 2 (TE, IJ, RC):** Communities Change; **Chapter 4, Lesson 3 (TE, IJ, RC):** Transportation Then and Now; **Chapter 4, Lesson 4 (TE, IJ, RC):** Our Nation; **Chapter 4, Lesson 5 (TE, IJ, RC):** Life Then and Now; **Chapter 5, Lesson 2 (TE, IJ, RC):** Making Choices; **Chapter 5, Lesson 3 (TE, IJ, RC):** Community Workers; **Chapter 5, Lesson 4 (TE, IJ, RC):** Jobs Then and Now

This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

K.W.6.2b Punctuation – Recognizing and naming end punctuation.

Chapter 3, Lesson 4 (TE, RC): People and Places in America

K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

Chapter 4, Lesson 1 (TE): Life in the Past

SPEAKING AND LISTENING

Speaking and Listening

Discussion and Collaboration

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

Chapter 1, Take Action (TE, IJ): Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project

This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in every lesson of IMPACT Online.

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<p>K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.</p>	<p>Chapter 1, Lesson 3 (TE, IJ, RC): We Follow Rules; Chapter 2, Lesson 2 (TE, IJ, RC): Our Neighborhood; Chapter 2, Lesson 4 (TE, IJ, RC): We Get Around; Chapter 3, Lesson 5 (TE, IJ, RC): We Are Proud; Chapter 4, Lesson 1 (TE, IJ, RC): Life in the Past; Chapter 4, Lesson 2 (TE, IJ, RC): Communities Change; Chapter 5, Lesson 2 (TE, IJ, RC): Making Choices</p>
<p>K.SL.2.5 Continue a conversation through multiple exchanges.</p>	<p>Chapter 2, Lesson 2 (TE): Our Neighborhood; Chapter 2, Lesson 3 (TE): Our Place in the World; Chapter 3, Lesson 4 (TE): People and Places in America; Chapter 4, Lesson 1 (TE): Life in the Past; Chapter 5, Lesson 5 (TE): Jobs People Do</p>
<p>Comprehension</p>	
<p>K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Chapter 1, Lesson 3 (IO): Lesson Video: What Are Rules?; Chapter 3, Lesson 1 (TE, IJ, RC): Our Leaders; Chapter 3, Lesson 2 (IO): Lesson Video: The Star-Spangled Banner; Chapter 3, Lesson 5 (TE, IJ, RC): We Are Proud; Chapter 4, Lesson 4 (TE, IJ, RC): Our Nation; Chapter 4, Lesson 5 (IO): Lesson Video: Martin Luther King and the Fight for the Right to Vote</p>
<p>K.SL.3.2 Ask appropriate questions about what a speaker says.</p>	<p>Chapter 3, Lesson 1 (TE): Our Leaders; Chapter 5, Lesson 4 (TE): Jobs Then and Now</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): We Are Unique; Chapter 1, Lesson 2 (TE, IJ, RC): We Cooperate; Chapter 1, Lesson 3 (TE, IJ, RC): We Follow Rules; Chapter 1, Lesson 4 (TE, IJ, RC): We Follow Laws; Chapter 1, Lesson 5 (TE, IJ, RC): We Are Good Citizens; Chapter 2, Lesson 3 (TE, IJ, RC): Our Place in the World; Chapter 3, Lesson 2 (TE, IJ, RC): Our National Symbols; Chapter 3, Lesson 3 (TE, IJ, RC): Our National Holidays; Chapter 3, Lesson 4 (TE, IJ, RC): People and Places in America; Chapter 5, Lesson 1 (TE, IJ, RC): People Work</p>
<p>MEDIA LITERACY</p>	
<p>Media Literacy</p>	
<p>K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.</p>	<p>Be a Social Studies Detective (IO): More to Explore: Our Flag; Chapter 1, Lesson 4 (TE, RC): Why Do We Have Laws?; Chapter 1, Lesson 4 (IO): Analyze the Source: How to Laws Keep People Safe?; Chapter 2, Lesson 4 (TE, IJ): How to People Move From Place to Place?</p>