

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

SOCIAL STUDIES ***Kindergarten***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category	
I/D		Identify personal attributes, such as physical characteristics, that are common to all people.
I/D		Identify differences among people.
I		Recognize how individuals learn to do skills and customs from their culture.
I/D		Recognize all cultures have family units where decisions are made.
I		Understand that some differences among people are a result of their culture.
I		Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
I/D		Explain how means of transportation may be diversified in different cultures in response to the environment.
I		Compare family customs and traditions among cultures.
I		Describe customs of the local community.
I		Recognize contributions of different cultures around the world.
I		Explain the value of family traditions and customs.

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I/D		Identify basic human needs.
I/D		Explain how basic human needs of food, clothing, shelter, and transportation are met.
I		Understand that people create shelter according to both culture and environment.
I		Recognize how jobs are similar and different from one community to another.
I/D		Explain why people have jobs.
I/D		Distinguish between needs and wants.
I		Recognize that all jobs are significant and realize that some jobs are interdependent.

GEOGRAPHY

Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

I		Explain what a globe and map represent.
I		Use personal directions such as up, down, left, right, near and far to describe relative direction.
I		Locate places in community such as the student's home and the classroom on the campus.
I		Identify the human characteristics of places such as types of houses and ways of earning a living.
I		Describe how weather impacts daily life.
I		Describe seasons.
I		Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.

KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

E =Economics G = Geography WH1 = World History Period 1 WH2 = World History 2 GC = Governance and Civics

**Note: "A" Indicates the state curriculum (CRT) assessment only.
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

I		Describe how landforms and bodies of water influence where and how people live.
I		Describe personal connections to place, especially place as associated with immediate surroundings.

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Recognize that a person is a citizen of the country in which he/she is born.
I		Understand that rules are created to protect an environment.
I/D		Know that family structures can change.
I		Identify authority figures in the home, school, and community.
I		Explain how authority figures make and enforce rules.
I		Explain the use of voting as a method for group decision-making.
I/D		Recognize the need for rules for daily living and fair treatment of others.
I/D		Identify purposes for having rules.
I/D		Be aware that laws and rules are followed and created by the people, school, community, and country.
I/D		Know rules of safety including signs and signals.
I/D		Define cooperation.
I		Identify the flags of the United States and Tennessee.
I		Recite the Pledge of Allegiance.
I		Explain the reasons for national patriotic holidays such as President’s Day, Martin Luther King, Jr. Day, and Independence Day.

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

I		Define history as the story of our past.
I		Recall events in the past and present in order to recognize that individuals have a personal history.
I		Recognize that change occurs over time.
I		Observe how sites in neighborhoods and communities change over time.
I/D		Recognize that each family has a family tree.
I/D		Recall family stories and celebrations to develop a personal history.
I		Illustrate a family history to demonstrate that every family has a heritage.

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

D		Describe how individuals meet their needs and wants through different means.
D		Know that individuals choose jobs that impact their lives, families, and communities.
I		Explain that people learn in the context of families, peers, schools, and communities.
I		Give examples of how learning and physical development affect behavior.
I		Explain the consequences of an individual’s decisions and actions.
I		Recognize that individuals have a space or develop an understanding of space and spatial relationships.

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I		Understand that cooperation is necessary when working within large and small groups to complete tasks.
I		Work independently and cooperatively to accomplish goals.
I		Describe how groups are made up of people who work, play, or learn together and share common interests.

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.

I		Use picture clues and picture captions to aid comprehension to acquire information.
I		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.

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