

Correlation of the Pennsylvania Early Learning Standards for Kindergarten with the I Can Problem Solve (ICPS) ® Curriculum

I Can Problem Solve (ICPS) for *Kindergarten* is a culture-free, evidence-based social-emotional curriculum that teaches kindergarten-aged children age-appropriate skills to successfully resolve interpersonal conflicts. ICPS also gives teachers a problem solving approach, called “Dialoguing” when actual conflicts arise – an approach that helps children use their newly acquired problem-solving skills. ICPS is universal and thus can be conducted with the whole classroom.

The ICPS skills of perspective-taking, alternative solution, and consequential thinking and their prerequisite skills – significant mediators of social adjustment and interpersonal competence – meet the requirements of both social-emotional learning and for the standard academic curriculum. For **social-emotional learning**, ICPS meets the Pennsylvania Early Learning Standards for standards under the title Personal-Social: Develop Self-Concept, Self-Regulation, Social Interactions, and Self-Reliance. For the **academic curriculum**, ICPS meets the Standards for standards under the title Approaches to Learning: Demonstrate Initiative and Curiosity, Engagement and Persistence, Reasoning and Problem Solving Skills, Flexibility, Risk Taking and Responsibility, and Imagination, Creativity, and Invention; the title Family-School-Community Partnerships: Learning at Home; the title Health, Safety, and Physical Health: Safety and Injury Prevention; the title Reading, Writing, Speaking, and Listening: Speaking and Listening; the title Science: Inquiry and Design, Biological Sciences.

ICPS integrates the **interpersonal** concepts with **academic** concepts (e.g., relating feeling words to numbers – “Would you feel *happier* with 1 piece of pizza or two pieces of pizza?” Using ICPS word pairs with numbers, questions include, “Does the number 3 come *before* or *after* the number 1? -- and with reading, “Does the letter A come *before* or *after* the letter C?” Feeling words and consequential thinking can be integrated with social studies lessons with questions as, “How do people in your neighborhood feel when (e.g., someone has a block party, people are fighting, etc.)” Academic areas, combined with ICPS concepts are specifically designed for Reading and Story Comprehension, Math, Science, Social Studies, and Music.

The chart below illustrates how the *I Can Problem Solve (ICPS)* curriculum for *Kindergarten* aligns curriculum lessons and dialogues to the Pennsylvania Early Learning Standards for Kindergarten.

Additional information can be found at www.thinkingchild.com, by emailing Myrna B. Shure, Ph.D at mshure@drexel.edu or calling her at 215-762-7205.

References

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	Pennsylvania Early Learning Standards for Kindergarten	I Can Problem Solve (ICPS) Curriculum Lessons and Objectives	ICPS Interaction in the Classroom and Integration into the Curriculum
APPROACHES TO LEARNING			
STANDARD AL 1: DEMONSTRATE INITIATIVE AND CURIOSITY			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
1.1	Participates in various experiences.	<p>Lesson 1: Is-Not: To present word concepts so that children will later be able to decide whether an idea IS or is NOT a good one.</p> <p>Lesson 2: Or-Not: To suggest that there is more than one way to think about things</p> <p>Lesson 3: Do-Do Not: To help children learn to listen and later be able to take in information to avoid faulty conclusions.</p> <p>Lesson 4: If I Say: To help children learn to listen and avoid faulty conclusions.</p> <p>Lesson 5: Who Am I Thinking Of?: To review the ICPS words NOT and AND, as well as to encourage listening and paying attention.</p> <p>Lesson 6: Some-All: To encourage later appreciation that a particular solution will satisfy SOME but NOT ALL people – or SOME but not ALL of the time</p> <p>Lesson 7: More Some-All: To strengthen later appreciation that a particular solution will satisfy SOME but not ALL people-or SOME but not ALL of the time.</p> <p>Lesson 8: If-Then: To help children in later consequential thinking, “IF I do this, THEN that might happen”.</p> <p>Lesson 9: Same-Different: To help children later recognize that there are DIFFERENT ways to solve the problem.</p> <p>Lesson 10: More Same-Different: To strengthen</p>	<p>Interaction in the Classroom (Real-Life) ICPS Words SOME-ALL, SAME-DIFFERENT, IF-THEN: Juicetime/Lunchtime, Lining Up, Free Play, Listening and Participating, Transitions</p> <ul style="list-style-type: none"> • _____ is playing with clay. Are _____ AND _____ playing with something DIFFERENT? <p>Integration into the Curriculum: ICPS Words SOME-ALL, SAME-DIFFERENT, IF-THEN: News and Events of the Day, Reading and Story Comprehension, Math, Social Studies, Science, Music</p> <ul style="list-style-type: none"> • IF the child in the story went to the circus, THEN he/she did NOT go to the _____. <p>News and Events of the Day:</p> <ul style="list-style-type: none"> • Today IS Tuesday. Today is NOT _____.

	.	awareness that there are DIFFERENT ways to solve the SAME problem. Lesson 12: Before-After: To help with consequential thinking Lesson 13: Before-After, Now-Later: To help children with consequential thinking and with appreciation of the importance of timing when making decisions.	
1.2	Express choices/preferences during concrete, immediate and familiar activities	Lesson 14: Review of ICPS Words: To strengthen understanding of ICPS words. Lesson 48: What Else Can I Do? Part 1: To encourage children to think of as many solutions to a problem as they can.	
1.3	Demonstrate growing eagerness and satisfaction to discover and discuss a growing range of topics, ideas and tasks	Lesson 49: What Else Can I Do? Part 2: To give children additional practice in thinking of as many solutions to a problem as they can Lesson 56: Puppet Story: Preferences and Solutions: To help children become aware that it often helps to find out others' preferences in order to solve a problem.	
1.4	Use multiple strategies and available senses to explore and learn from the environment.	Lesson 58: A Story: To encourage generation of more alternative solutions and help children see that they do not need to give up to soon, as well as to review ICPS feeling words.	
1.5	Comment on events or aspects of the environment	Lesson 1: Is-Not Lesson 2: Or-Not Lesson 3: Do-Do Not Lesson 5: Who Am I Thinking Of Lesson 6: Some-All Lesson 7: More Some-All Lesson 8: If-Then Lesson 9: Same-Different	Interaction in the Classroom (Real Life): Finding More Solutions: Mini Dialogue: "Rhonda wants to join others in play." Other Interactions: <ul style="list-style-type: none"> Do you know why ____ is (happy/sad/angry)? How can you find out? You can see with your eyes and hear with your

1.6	Ask questions and seek meaningful information	Lesson 10: More Same-Different Lesson 12: Before-After Lesson 13: Before-After, Now-Later Lesson 14: Review of ICPS Words Lesson 17: Happy-Sad: More How Can You Tell: To highlight three ways of understanding people's feelings; watching, listening and asking Lesson 22: Finding Out What People Like: To encourage sensitivity to others; preferences and to strengthen awareness that asking is one way to find out about them	<p>ears. <i>If needed, say to child: Go ahead and ask.</i></p> <ul style="list-style-type: none"> • What does a mail carrier do that a firefighter does not do? • What happens in the winter that does not happen in the summer?
1.6	Ask questions and seek meaningful information	Lesson 23: Do You Like?: To show children that one way to find out others' preferences is to ask, "Do you like?" Lesson 48: What Else Can Do? Part 1: To encourage children to think of as many solutions to a problem as they can. Lesson 49: What Else Can Do? Part 2: To give children additional practice in thinking of as many solutions to a problem as they can Lesson 56: Puppet Story: Preferences and Solutions: To help children become aware that it often helps to find out others' preferences in order to solve a problem. Lesson 58: A Story: To encourage generation of more alternative solutions and help children see that they do not need to give up to soon, as well as to review ICPS feeling words.	
1.7	Initiates social greetings.		
STANDARD AL 2: DEMONSTRATE ENGAGEMENT AND PERSISTENCE			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
2.1	Show persistence in ability to complete a variety of tasks, activities, projects and experiences	Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions	<p>Interaction in the Classroom (Real Life) Finding More Solutions</p> <p>Integration into the Curriculum Adding Consequences: What Might</p>

2.2	Demonstrate increasing ability to set goals and develop and follow through on plans	Lesson 57: More Role-Plays with Puppets	Happen If: <ul style="list-style-type: none"> No one waters the plants in 3 weeks? A person takes drugs? Adding Consequences: Making Choices: <ul style="list-style-type: none"> Ask consequential questions that deal with people who had choices, such as, famous personality, someone known in the community.
2.3	Demonstrate ability to maintain focus on a task, question, set of directions or interactions, despite distractions and interruptions	Lesson 58: A Story Lesson 65: Uh-Oh They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 3 Lesson 69: What Might Happen Next? Part 4	
2.4	Accept environmental conditions and maintain task orientation in a noisy/active environment.	Lesson 72: Puppet Story: Would That Make You Happy? Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Lesson 76: What's That Problem? Part 2 Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions	
2.5	Acquire the skills necessary for participating in a group or independently	Lesson 1: Is-Not Lesson 2: Or-Not Lesson 3: Do-Do Not Lesson 5: Who Am I Thinking Of Lesson 6: Some-All Lesson 7: More Some-All Lesson 8: If-Then Lesson 9: Same-Different Lesson 10: More Same-Different Lesson 12: Before-After Lesson 13: Before-After, Now-Later Lesson 14: Review of ICPS Words Lesson 15: How People Feel Lesson 16: How Can You Tell Lesson 17: Happy-Sad: More How Can You Tell Lesson 18: Angry Lesson 19: Might-Maybe, More How People Feel Lesson 20: Are You Listening To Me? Lesson 21: A Story Lesson 22: Finding Out What People Like Lesson 23: Do You Like? Lesson 24: Do You Remember? Part 1	Interaction in the Classroom (Real Life) Juicetime/Lunchtime, Lining Up, Free Play, Listening, Attending to Cues and Participating in a Group, Transitions, Mini-Dialogues <ul style="list-style-type: none"> Who is doing something DIFFERENT? Tell me two (or three or four) children who are doing the SAME thing? Are SOME of you listening OR are ALL of you listening? How can you tell if someone is (sad/happy/mad)? Can you write your letters AND talk to a classmate at the SAME time? Integration into the Curriculum News and Events of the Day, Reading and Story Comprehension, Math, Social

<p>2.5 con't</p>		<p>Lesson 25: Do You Remember? Part 2 Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let's Make Up a Story, Part 1 Lesson 29: Let's Make Up a Story, Part 2 Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2 Lesson 38: A Story Lesson 40: Is That Fair? Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2 Lesson 48: What Else Can He Do? Part 1 Lesson 49: What Else Can He Do? Part 2 Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story Lesson 65: Uh-Oh They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 3 Lesson 69: What Might Happen Next? Part 4 Lesson 72: Puppet Story: Would That Make You Happy? Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Lesson 76: What's That Problem? Part 2 Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions</p>	<p>Studies, Science, Music</p> <ul style="list-style-type: none"> • Did you do anything today that was NOT FAIR? What could he/she have done to be FAIR?
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STANDARD AL 3: DEMONSTRATE REASONING AND PROBLEM SOLVING SKILLS

	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
3.1	Demonstrate a growth pattern in predicting possible outcomes related to cause and effect	Lesson 65: Uh-Oh, They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 1 Lesson 69: What Might Happen Next? Part 2 Lesson 72: Puppet Story: What Would Make You Happy? Lesson 73: What Might Happen Next? Part 3 Lesson 74: What Might Happen Next? Part 4 Lesson 75: What Might Happen If I Do That? Part 1 Lesson 76: What's That Problem? Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions Lesson 82: A Story	Interaction in the Classroom (Real Life) Mini-Dialogues: <ul style="list-style-type: none"> • What might happen if you stand under the swing? • If you tie a rope across the gate, how will people get in? Integration into the Curriculum What Might Happen If..., Making Choices <ul style="list-style-type: none"> • Teachers encourage consequential thinking in any area of the curriculum that deals with people who had choices and had to consider the consequences; also, everyday situations that require students to make a choice and predict the outcomes are discussed.
3.2	Discover more than one solution to a question, task or problem	Lesson 9: Same-Different Lesson 10: More Same-Different Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story	Interaction in the Classroom (Real Life) Finding Solutions: Reasons and Solutions, Steps to Problem-Solving, Mini-Dialogues <ul style="list-style-type: none"> • Can you think of something DIFFERENT to do to solve this problem? • What is something you can do or say when _____?

<p>3.3</p> <p>3.3 con't</p>	<p>Seek and/or accept help from others when encountering a problem</p>	<p>Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story</p>	<p>Interaction in the Classroom (Real Life) Students are encouraged to use a problem-solving process that is facilitated by a trained teacher or staff person. During the process children are asked questions like:</p> <ul style="list-style-type: none"> • Who can help you to solve this problem? What can you do when a problem like this happens? • As needed, teachers elicit the involvement of other children by saying, "John, we need your help. We have a problem that needs to be solved."
<p>3.4</p>	<p>Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults</p>	<p>Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story</p>	<p>Interaction in the Classroom (Real Life) Reasons and Solutions, Mini-Dialogues</p> <ul style="list-style-type: none"> • Mini-Dialogue: Teachers ask "What Happened" (perspective taking) to get the child's perspective and other dialoguing questions that guide students to alternative solutions.
<p>3.5</p>	<p>Demonstrate awareness of participants' needs during group activities</p>	<p>Lesson 15: How People Feel Lesson 16: How Can You Tell Lesson 17: Happy-Sad: More How Can You Tell Lesson 18: Angry</p>	<p>Interaction in the Classroom (Real Life) Using the Dilly the Duck Story</p> <ul style="list-style-type: none"> • Examples in the curriculum show how the teacher can help children apply understanding of SOME-ALL concepts to avoid frustration when interacting in
<p>3.6</p>	<p>Respect others' personal property and space.</p>	<p>Lesson 19: Might-Maybe, More How People Feel Lesson 20: Are You Listening To Me? Lesson 21: A Story</p>	

3.7	Accept assistance and/or cooperate to accomplish a joint task	Lesson 22: Finding Out What People Like Lesson 23: Do You Like? Lesson 24: Do You Remember? Part 1 Lesson 25: Do You Remember? Part 2	play, work and classroom tasks. Integration into the Curriculum Finding Out About Others' Feelings News and Events of the Day, Reading and Story Comprehension, Math, Social Studies, Music
3.8	Classify, compare and contrast objects, events and experiences	Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let's Make Up a Story, Part 1 Lesson 29: Let's Make Up a Story, Part 2 Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2 Lesson 38: A Story Lesson 40: Is That Fair? Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2	<ul style="list-style-type: none"> • How do you feel when your team wins the game? How do you feel when your team loses? • Would you feel HAPPIER if you had a whole pizza OR half a pizza? •
STANDARD AL 4: DEMONSTRATE FLEXIBILITY, RISK TAKING AND RESPONSIBILITY			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
4.1	Grow in the ability to differentiate between appropriate and inappropriate (or dangerous) risk taking	Problem-Solving Lessons Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story Lesson 65: Uh-Oh, They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 1 Lesson 69: What Might Happen Next? Part 2 Lesson 72: Puppet Story: What Would Make You Happy? Lesson 73: What Might Happen Next? Part 3 Lesson 74: What Might Happen Next? Part 4 Lesson 75: What Might Happen If I Do That? Part 1 Lesson 76: What's That Problem?	Interaction in the Classroom (Real Life) Mini-Dialogues: <ul style="list-style-type: none"> • What might happen you stand under the swing? • If you tie a rope across the gate, how will people get in? Integration into the Curriculum What Might Happen If..., Making Choices <ul style="list-style-type: none"> • Teachers encourage consequential thinking in any area of the curriculum that deals with people who had choices and had to consider the consequences; also, everyday situations that require students to make a choice or predict the consequences in risk taking or dangerous choices.

		Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions Lesson 82: A Story	
4.2	Demonstrate willingness to choose a variety of familiar and new experiences	As a precursor to problem-solving thinking, children learn a language (Lessons 1-14) that they can apply when choosing new classroom experiences, tasks and academic projects. Other Lessons include: Lesson 22: Finding Out What People Like Lesson 23: Do You Like?	<p>Interaction in the Classroom (Real Life) Finding Out About Feelings Mealtimes, Other Interactions, Mini-Dialogues, A Good Time, Not a Good Time</p> <ul style="list-style-type: none"> I like (reading a book, doing a math puzzle). Do you like the SAME thing or a DIFFERENT thing? <p>Integration into the Curriculum News and Events of the Day, Reading and Story Comprehension, Math, Social Studies, Music</p>
4.3	Accept responsibility for learning through active participation verbally or nonverbally	Lesson 24: Do You Remember? Part 1 Lesson 25: Do You Remember? Part 2 Lesson 26: More Might-Maybe, Why-Because Lesson 35: A Good Time or Not a Good Time? Part 1 Lesson 36: A Good Time or Not a Good Time? Part 2	
4.4	Begin to accept responsibility for one's behavior	Lesson 35: A Good Time or Not a Good Time? Part 1 Lesson 36: A Good Time or Not a Good Time? Part 2 Lesson 65: Uh-Oh, They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 1 Lesson 69: What Might Happen Next? Part 2 Lesson 72: Puppet Story: What Would Make You Happy? Lesson 73: What Might Happen Next? Part 3 Lesson 74: What Might Happen Next? Part 4 Lesson 75: What Might Happen If I Do That? Part 1 Lesson 76: What's That Problem? Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions Lesson 82: A Story	<p>Interaction in the Classroom (Real Life) Adding Consequences</p> <ul style="list-style-type: none"> What might happen if...a person grabs a toy, hits a classmate and so on? <p>Integration into the Curriculum</p> <ul style="list-style-type: none"> What might happen if you do not feed the fish or water the plants?

STANDARD AL 5: DEMONSTRATE IMAGINATION, CREATIVITY, AND INVENTION			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
5.1	Approach tasks and experiences with increased flexibility, imagination and inventiveness	Problem-Solving Lessons: Alternative Solutions: Lessons 48-60 Consequences: Lessons 61-74 Solution-Consequence Pairs: Lessons 75-83	Interaction in the Classroom (Real Life) Using ICPS questions, teachers can use questions to help children explore and solve problems in their activities, tasks and experiences. <ul style="list-style-type: none"> • Can you think of SOME DIFFERENT ways to make ___happy again? • Can either of you think of a way to solve this problem? Integration into the Curriculum News and Events of the Day, Reading and Story Comprehension
5.2	Use and connect materials/strategies in uncommon ways to investigate and solve problems	All Problem-Solving Lessons Alternative Solutions: Lessons 48-60 Consequences: Lessons 61-74 Solution-Consequence Pairs: Lessons 75-83	Interaction in the Classroom (Real Life) Finding Solutions: Reasons and Solutions, Mini-Dialogues <ul style="list-style-type: none"> • Why do people _____? WHY else? Can you give me another BECAUSE?
ARTS AND HUMANITIES			
STANDARD 9.1: PRODUCTION, PERFORMANCE AND EXHIBITION OF DANCE, MUSIC, THEATRE AND VISUAL ARTS			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-X			

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			
STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			
FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS			
STANDARD P1: PARENTING			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-E			

STANDARD P2: COMMUNICATION			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-F			
STANDARD P3: VOLUNTEERING			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD P4: LEARNING AT HOME			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A	Involve families with their children in learning activities at home, including interactive learning activities and other curricular related activities and decisions.	ICPS also offers a complete program for parents entitled "Raising A Thinking Child". In addition to parent-child activities, the program offers activities for parents to learn how to talk to children in the ICPS problem solving way (called Dialoguing). This program can be offered to parents in educational (often provided by school family support staff), support group or family home settings.	The Raising a Thinking Child Workbook by Dr. Myrna B. Shure is the I Can Problem Solve (ICPS) parenting component used independently of or in conjunction with the I Can Problem Solve (ICPS) program for schools. Interaction in the Home (Real Life) <i>ICPS Dialoguing</i> Parent Activities Child Lessons, Games and Activities
B	Provide information regarding kindergarten skills and concepts.		
C	Stress that help at home is to support, encourage, and guide children's acquisition of kindergarten skills and concepts.		
D-F			

STANDARD P5: DECISION MAKING			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-D			
STANDARD P6: COLLABORATING WITH THE COMMUNITY			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-F			
HEALTH, SAFETY AND PHYSICAL HEALTH			
STANDARD 10.1: CONCEPTS OF HEALTH			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-J			
STANDARD 10.2: HEALTHFUL LIVING			
	Content for Kindergarten	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-H			
STANDARD 10.3: SAFETY AND INJURY PREVENTION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices

A	Know and understand the importance of rules to ensure safety.	Problem-Solving Lessons: Lessons in this section help children learn that there is more than one way to solve a problem. Problem-Solving lessons encourage a process of thinking: “There’s more than one way”; “I don’t have to give up too soon. The lessons also help children to understand whether an idea is a good one or not a good one, for early evaluation of solutions.	Interaction in the Classroom (Real-Life) A Good Time or Not a Good Time, Fair or Not Fair, ICPS Word: Impatient, Dealing with Fighting, I Want It Now, It’s Mine, Asking Why: Mini-Dialogue <ul style="list-style-type: none"> • Is it a good idea or NOT a good idea to (stand in front of a moving swing, run in the hallway)? • If you hear the fire alarm, what is the first thing you do?
B	Recognize an emergency situation.		
C	Recognize conflict situations and identify strategies to resolve them.		
D	Identify and demonstrate safe practices in physical activity.		
STANDARD 10.4: PHYSICAL ACTIVITY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-E			
STANDARD 10.5: CONCEPTS, PRINCIPLES & STRATEGIES OF MOVEMENT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-W			
MATHEMATICS			
STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-K			

STANDARD 2.2: COMPUTATION AND ESTIMATION

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A	Make estimates of a set of objects up to and including 20 objects.	<p>Regarding Numbers, Numerical Representation & Simple Numerical Operations: The <i>ICPS Curriculum</i> does not specifically address topics A-E in lessons. Instead, the <i>ICPS Curriculum</i> uses a cognitive problem solving approach that can be applied by teachers when teaching children in this area.</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Words</i></p> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons <p>Teachers use activities to help children classify and order objects by one attribute using ICPS words.</p> <p>Integration into the Curriculum <i>ICPS Words</i></p> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons
B	Make an estimation of number of objects and verify by counting		
C	Represent addition and subtraction in everyday situations using up to ten concrete objects.		
D	Use concrete objects to explain the results of joining and separating sets of objects in quantities up to and including ten.		
E	Separate concrete objects into equal groups.		

F	Determine the sum of the same two one-digit numbers using concrete objects and/or pictures (3+3=6).		
STANDARD 2.3: MEASUREMENT AND ESTIMATION			
		ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-E			
STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS			
		ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			
STANDARD 2.6: STATISTICS AND DATA ANALYSIS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-D			
STANDARD 2.7: PROBABILITY AND PREDICTIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices

A-B			
STANDARD 2.8: ALGEBRA AND FUNCTIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-G			
STANDARD 2.9: GEOMETRY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-H			
STANDARD 2.10: TRIGONOMETRY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 2.11: CALCULUS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			

PERSONAL-SOCIAL

STANDARD 3.1: DEVELOP SELF-CONCEPT

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A	Is aware of self and one’s own preferences	Lesson 1: Is-Not Lesson 2: Or-Not Lesson 3: Do-Do Not Lesson 5: Who Am I Thinking Of Lesson 6: Some-All Lesson 7: More Some-All Lesson 8: If-Then Lesson 9: Same-Different Lesson 10: More Same-Different Lesson 12: Before-After Lesson 13: Before-After, Now-Later Lesson 14: Review of ICPS Words Lesson 15: How People Feel Lesson 16: How Can You Tell Lesson 17: Happy-Sad: More How Can You Tell Lesson 18: Angry Lesson 19: Might-Maybe, More How People Feel Lesson 20: Are You Listening To Me? Lesson 21: A Story Lesson 22: Finding Out What People Like Lesson 23: Do You Like? Lesson 24: Do You Remember? Part 1 Lesson 25: Do You Remember? Part 2 Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let’s Make Up a Story, Part 1 Lesson 29: Let’s Make Up a Story, Part 2 Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2 Lesson 38: A Story Lesson 40: Is That Fair?	Interaction in the Classroom (Real-Life) <ul style="list-style-type: none"> • ICPS Words: Some-All, If-Then, ICPS Words; Same-Different, Review of ICPS Words • How do you feel today? When you feel sad, what happens? • Is it ok for children to like DIFFERENT things? Do you like hamburgers OR balloons? • Can you tell me WHY they’re fighting? Let’s think of lots of BECAUSES.
A con’t			Integration into the Curriculum News and Events of the Day, Reading and Story Comprehension, If-Then, ICPS Words: Same-Different, Review of ICPS Words <ul style="list-style-type: none"> • Do you think the boy/girl in the story likes to ride a bike or go swimming? • Which do you like more?

A con't		<p>Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2 Lesson 48: What Else Can Do? Part 1 Lesson 49: What Else Can Do? Part 2 Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story Lesson 65: Uh-Oh They're Fighting</p>	
B	Show independence in a wide range of activities	<p>Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 3 Lesson 69: What Might Happen Next? Part 4 Lesson 72: Puppet Story: Would That Make You Happy? Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Lesson 76: What's That Problem? Part 2</p>	
C	Know and state independent thoughts and feelings	<p>Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions</p>	

D	Attempt new experiences with confidence and independence		
E	Show pride in accomplishments.	Lesson 33: Proud	Interaction in the Classroom (Real Life) <ul style="list-style-type: none"> • What makes you feel PROUD? I feel PROUD of you when you _____.
STANDARD 3.2: DEVELOP SELF-REGULATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A	Recognize and label feelings.	Lesson 15: How People Feel Lesson 16: How Can You Tell Lesson 17: Happy-Sad: More How Can You Tell	Interaction in the Classroom (Real Life) ICPS Words, Finding Out About Others' Feelings, Using the Dilly Duck Story, A Good Time, Not a Good Time, Finding Solutions, Dealing with Fighting, Is That a Good Idea, ICPS Dialoguing <ul style="list-style-type: none"> • Do you feel sad SOME or ALL of the time? • You can feel DIFFERENT ways at DIFFERENT times. • Can you think of a way to help ____ feel happy NOW? • Can you think of a way to solve this problem? • _____ and _____ have a problem to solve. (<i>Ask competent peer to come over and help.</i>)
B	Express feelings, needs, opinions and wants that are appropriate to the situation.	Lesson 18: Angry Lesson 19: Might-Maybe, More How People Feel Lesson 20: Are You Listening To Me? Lesson 21: A Story Lesson 22: Finding Out What People Like	
B	Express feelings, needs, opinions and wants that are appropriate to the situation.	Lesson 23: Do You Like? Lesson 24: Do You Remember? Part 1 Lesson 25: Do You Remember? Part 2 Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let's Make Up a Story, Part 1 Lesson 29: Let's Make Up a Story, Part 2 Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2 Lesson 38: A Story Lesson 40: Is That Fair? Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2	

H	Follow adult directions.	<p>Lesson 25: Do You Remember? Part 2 Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let's Make Up a Story, Part 1 Lesson 29: Let's Make Up a Story, Part 2 Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2 Lesson 38: A Story Lesson 40: Is That Fair? Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2 Lesson 43: Patience Lesson 45: What Can You Do While You Wait Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 3 Lesson 69: What Might Happen Next? Part 4 Lesson 72: Puppet Story: Would That Make You Happy? Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Lesson 76: What's That Problem? Part 2 Lesson 79: What Might Happen If I Do That? Part 2</p>	<p>DIFFERENT times.</p> <ul style="list-style-type: none"> • Can you think of a way to help ____ feel happy NOW? • Can you think of a way to solve this problem? • _____ and _____ have a problem to solve. (<i>Ask competent peer to come over and help.</i>)
I	Able to delay personal qualification until appropriate time		<p>Interaction in the Classroom (Real Life)</p> <ul style="list-style-type: none"> • Teachers say, "I know how hard it is to wait, but sometimes it is fair to wait." • What can you do now while you wait your turn? <p>Integration into the Curriculum Reading and Comprehension</p> <ul style="list-style-type: none"> • Did a character in the story feel impatient about something? Tell us what happened.

STANDARD 3.3: DEVELOP SOCIAL INTERACTIONS

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A	Is aware of self and one's own preferences	Lesson 1: Is-Not	<p>Interaction in the Classroom (Real-Life) ICPS Words, Finding Out About Others' Feelings, Using the Dilly Duck Story, A Good Time, Not a Good Time, Finding Solutions, Dealing with Fighting, Is That a Good Idea, ICPS Dialoguing</p> <ul style="list-style-type: none"> • Do you feel sad SOME or ALL of the time? • You can feel DIFFERENT ways at DIFFERENT times. • Can you think of a way to help ___ feel happy NOW? • Can you think of a way to solve this problem? • _____ and _____ have a problem to solve. (<i>Ask competent peer to come over and help.</i>)
B	Know and state independent thoughts and feelings	Lesson 2: Or-Not Lesson 3: Do-Do Not Lesson 5: Who Am I Thinking Of Lesson 6: Some-All	
C	Trust familiar adults and close peers.	Lesson 7: More Some-All Lesson 8: If-Then	
D	Enters into and initiates play with peers.	Lesson 9: Same-Different Lesson 10: More Same-Different	
E	Enjoy playing with a specific other child in a variety of activities.	Lesson 12: Before-After Lesson 13: Before-After, Now-Later Lesson 14: Review of ICPS Words	
F	Respond with empathy to children who are upset and in need.	Lesson 15: How People Feel Lesson 16: How Can You Tell Lesson 17: Happy-Sad: More How Can You Tell	
G	Seek help from peers and adults when needed.	Lesson 18: Angry Lesson 19: Might-Maybe, More How People Feel Lesson 20: Are You Listening To Me?	
H	Respect the feelings, rights, and belongings of others.	Lesson 21: A Story Lesson 22: Finding Out What People Like Lesson 23: Do You Like?	
I	Cooperate in small and large groups.	Lesson 24: Do You Remember? Part 1 Lesson 25: Do You Remember? Part 2	
J	Play cooperatively with 2-3 peers for a sustained time.	Lesson 26: More Might-Maybe, Why-Because Lesson 27: Afraid Lesson 28: Let's Make Up a Story, Part 1 Lesson 29: Let's Make Up a Story, Part 2	
K	Take turns in games and tasks.	Lesson 31: Dilly the Duck, Part 1 Lesson 32: Dilly the Duck, Part 2	
L	Share materials when appropriate.	Lesson 38: A Story	

M	Show increasing abilities to resolve conflicts with peers.	Lesson 40: Is That Fair? Lesson 41: More About Fair, Version 1 Lesson 42: More About Fair, Version 2 Lesson 48: What Else Can Do? Part 1 Lesson 49: What Else Can Do? Part 2	
N	Show nurturing behaviors through helpfulness to others	Lesson 50: What's That Problem? Part 1 Lesson 51: Solve the Problem Lesson 53: A Story Lesson 54: Introduction to Role-Playing Lesson 56: Puppet Story: Preferences and Solutions Lesson 57: More Role-Plays with Puppets Lesson 58: A Story Lesson 65: Uh-Oh They're Fighting Lesson 66: A Story Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 1 Lesson 69: What Might Happen Next? Part 2 Lesson 72: Puppet Story: Would That Make You Happy? Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Lesson 76: What's That Problem? Part 2 Lesson 79: What Might Happen If I Do That? Part 2 Lesson 80: What Else Can I Do? Lesson 81: Puppet Story: Reviewing Solutions	<p>Interaction in the Classroom (Real-Life)</p> <ul style="list-style-type: none"> Teachers ask evaluating questions to assist children in the concepts of fairness. Consequence and alternative solution thinking help children to learn how to take turns, play cooperatively and resolve conflicts while at the same time showing nurturing behaviors through the feeling concepts. Can you think a way to help ____ feel happy now?
READING, WRITING, SPEAKING AND LISTENING			
STANDARD 1.1: LEARNING TO READ INDEPENDENTLY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-Q			
STANDARD 1.2: READING CRITICALLY IN ALL CONTENT AREAS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			

STANDARD 1.3: READING, ANALYZING AND INTERPRETING LITERATURE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 1.4: TYPES OF WRITING			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-E			
STANDARD 1.5: QUALITY OF WRITING			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-H			
STANDARD 1.6: SPEAKING AND LISTENING			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-D			
E	Ask and answer relevant questions and share experiences.	All ICPS Story Lessons assist children in listening skills and give children an opportunity to increase their comprehension of information through verbal methods.	Interaction in the Classroom (Real-Life) Engage students in conversations about the story and use the suggested questions to communicate about the events. <ul style="list-style-type: none"> • How does (character) feel when _____ ? • How would you feel if _____ ?
F	Initiate and respond appropriately to conversations and discussions.		
STANDARD 1.7: RESEARCH			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			
SCIENCE			
STANDARD 3.1: UNIFYING THEMES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices

A-M			
STANDARD 3.2: INQUIRY AND DESIGN			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-H			
I	Identify and explain basic problems	Lesson 50: What's That Problem? Part 1	Interaction in the Classroom (Real Life) Finding Out Solutions, Dealing with Fighting, Is That a Good Idea, ICPS Dialoguing <ul style="list-style-type: none"> • What's the matter? What's the problem? • Why do you think that solution will work? Integration into the Curriculum <ul style="list-style-type: none"> • What might happen if we put a (rock into water?) (A feather into water?) • What might happen if we put water into the freezer?
J	Identify possible solutions	Lesson 51: Solve the Problem	
K	Test out solutions	Lesson 53: A Story	
		Lesson 54: Introduction to Role-Playing	
		Lesson 56: Puppet Story: Preferences and Solutions	
		Lesson 57: More Role-Plays with Puppets	
		Lesson 58: A Story	
		Lesson 65: Uh-Oh They're Fighting	
		Lesson 66: A Story	
		Lesson 67: Is That a Good Idea?	
		Lesson 68: What Might Happen Next? Part 3	
		Lesson 69: What Might Happen Next? Part 4	
Lesson 72: Puppet Story: Would That Make You Happy?			
Lesson 73: What Might Happen? Part 3			
Lesson 74: What Might Happen? Part 4			
Lesson 75: What Might Happen If I Do That?			
Lesson 76: What's That Problem? Part 2			
Lesson 79: What Might Happen If I Do That? Part 2			
Lesson 80: What Else Can I Do?			
Lesson 81: Puppet Story: Reviewing Solutions			
L-M			
STANDARD 3.3: BIOLOGICAL SCIENCES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices

A	Identify the similarities and differences of living things	Lesson 1: Is - Not Lesson 2: And Lesson 9: Same-Different Lesson 10: More Same-Different	Integration into the Curriculum Science <ul style="list-style-type: none"> Is this plant leaf the SAME as this one? What makes these two leaves DIFFERENT? What can a bird do that a butterfly can NOT do? How are a bird AND a butterfly the SAME? How are they DIFFERENT?
B-K			
L	Describe basic needs of plants and animals.	Lesson 1: Is - Not Lesson 2 : And Lesson 9: Same-Different Lesson 10: More Same-Different Lesson 67: Is That a Good Idea? Lesson 68: What Might Happen Next? Part 1 Lesson 69: What Might Happen Next? Part 2 Lesson 73: What Might Happen? Part 3 Lesson 74: What Might Happen? Part 4 Lesson 75: What Might Happen If I Do That? Part 1 Lesson 79: What Might Happen If I Do That? Part 2	Integration into the Curriculum Basic Needs <ul style="list-style-type: none"> Do these two leaves need the SAME amount of water OR NOT? What might happen if we do NOT water the plants OR feed the dog?
M	Know that some organisms have similar external characteristics.		Integration into the Curriculum <ul style="list-style-type: none"> How are a bird AND a butterfly the SAME? How are they DIFFERENT? How are a pigeon and a robin the SAME?
STANDARD 3.4: PHYSICAL SCIENCE, CHEMISTRY AND PHYSICS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-I			

STANDARD 3.5: EARTH SCIENCES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-L			
STANDARD 3.6: TECHNOLOGY EDUCATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-H			
STANDARD 3.7: TECHNOLOGICAL DEVICES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-I			
STANDARD 4.1: WATERSHEDS AND WETLANDS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 4.2: RENEWABLE AND NONRENEWABLE RESOURCES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-C			
STANDARD 4.3: ENVIRONMENTAL HEALTH			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 4.4: AGRICULTURE AND SOCIETY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 4.5: ECOSYSTEMS AND THEIR INTERACTIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			

STANDARD 4.7: THREATENED, ENDANGERED AND EXTINCT SPECIES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 4.8: HUMANS AND THE ENVIRONMENT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 4.9: ENVIRONMENTAL LAWS AND REGULATIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
SOCIAL STUDIES			
STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 5.3: HOW GOVERNMENT WORKS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 6.1: ECONOMIC SYSTEMS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			

STANDARD 6.2: SCARCITY AND CHOICE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 6.5: WORK AND EARNINGS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 7.1: BASIC GEOGRAPHY LITERACY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 7.2: THE PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 7.3: THE INTERACTION BETWEEN PEOPLE AND RACES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			
STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A-B			
STANDARD 8.3: UNITED STATES HISTORY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices
A			