

**Civics-Government**

**First Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in the democratic process.

**Benchmark 1:** The student understands the purpose of rules as it applies to family and school.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
1. (K) discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences.	

5/27/2004

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**Benchmark 2:** The student understands the shared ideals within American society.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
1. identifies shared ideals within American society (e.g., truth, fairness, justice, loyalty, pride).	

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**Benchmark 3:** The student understands that leadership has power and there are limits to power.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities of a good citizen.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies rights as powers which are given to all (e.g., right to learn, right to take a turn to speak, right to ask questions).</li> <li>2. (K) identifies privileges as benefits which can be granted or taken away (e.g., being first in line, attending a fieldtrip, lengthened recess time).</li> <li>3. (K) identifies responsibilities as characteristics of a good citizen (e.g., taking care of books, keeping school clean, letting others take a turn).</li> <li>4. (A) recognizes and fulfills needs in the family (e.g., chores, random act of kindness, job chart responsibilities, recycling).</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the 6 Pillars of Character: trustworthiness, citizenship, respect, fairness, responsibility, and caring. (instructional suggestions are in development and may change)</li> </ol>

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**Benchmark 5:** The student understands the role of leadership.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
1. recognizes that people make and apply rules.	1. Identify a peer leader and discuss the qualities that make them a peer leader. (instructional suggestions are in development and may change)

**Economics**

**First Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) - (\$) understands that people use goods (objects) and services (activities).</li> <li>2. (K) understands individuals and families can't have everything they want, so they have to make choices (provide new desks for students or new playground equipment).</li> </ol>	<ol style="list-style-type: none"> <li>1. make posters illustrating goods and services that people use.</li> <li>2. give examples of choices made by families, such as buy a new television verses take a vacation, or what movie video to rent.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Economics**

**First Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 2:** The student understands how the market economy works in the United States.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) - (\$) understands the concept of exchange and the use of money to purchase goods and services.</li> <li>2. (K) - (\$) recognizes the different denominations of U.S. currency (penny, nickel, dime, quarter, dollar, five dollar, and ten dollar).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have all students take turns being the buyer and seller and act out buying something at a store.</li> <li>2. Create a money line (similar to a time line) showing the progression of U.S. currency from smallest to largest. <i>(instructional suggestions are in development and may change)</i></li> </ol>

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

5/27/2004

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**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 4:** The student analyzes the role of the government in the economy.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Economics**

**First Grade**

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) - (\$) gives examples of how family members and friends use money to buy goods and services.</li> <li>2. (K) – (\$) understand that people have jobs at which they work.</li> <li>3. (A) - (\$) gives examples of different kinds of jobs that people do within a family and at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. make a class list of goods and services people buy with money.</li> <li>2. cut a picture out of a magazine or draw a picture of a person performing a job and identify the job they are performing.</li> <li>3. cut a picture out of a magazine or draw a picture of a person performing a job and identify the job they are performing.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Geography**

**First Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the purposes of maps and the globe (e.g., model of earth, representation of earth’s features).</li> <li>2. (A) identifies and correctly uses terms north, south, east, west.</li> <li>3. (K) discusses the difference between neighborhood and town.</li> <li>4. (A) makes and uses maps to represent and locate things within a classroom and school (e.g., title, symbols, legend, cardinal directions).</li> </ol>	

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**Geography**

**First Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 2: Places and regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

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<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Geography**

**First Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
1. (K) observes and identifies local weather conditions and patterns.	

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**First Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 4: Human Systems:** The student understands how human factors shape patterns of population.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Geography**

**First Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies ways in which people depend on the physical environment to meet needs and wants (e.g., water, food, fuel).</li> <li>2. (K) describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).</li> <li>3. (A) lists ways people can maintain or help the quality of their environment.</li> </ol>	

**Kansas, United States, and World History**

**First Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student understands the significance of important individuals and major developments in history.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) describes what a tool is and compare tools used today to those used in the past. (e.g., abacus – old counting tool, calculator – new counting tool, pony express-old way to send communication, internet-new way to send communication).</li> <li>2. (K) identifies the office of the president as the leader of our country and identifies the first president and the current president.</li> </ol>	<ol style="list-style-type: none"> <li>1. use a Venn diagram to compare and contrast past and present tools.</li> <li>2. research information about George Washington and the current president, have students describe what presidents do.</li> </ol>

**Kansas, United States, and World History**

**First Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 2:** The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the needs of a family (e.g., food, shelter).</li> <li>2. (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).</li> <li>3. (A) compares at least two types of shelter used by families today (e.g., apartment, house, mobile home, duplex).</li> <li>4. (A) compares types of shelter used by American Indians in Kansas over time. (e.g., grass lodge, tipi, earth lodge).</li> <li>5. (K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).</li> <li>6. (A) uses a timeline to share the history of a family (e.g., your own family, a family from literature).</li> </ol>	<ol style="list-style-type: none"> <li>1. ask students to think about important things their family members do for one another, have each student write/dictate a sentence " _____ is important in my family because s/he _____." ; draw a picture to illustrate the sentence.</li> <li>2. as a class, design a bulletin board, display, photo collage, etc. illustrating food sources produced in Kansas.</li> <li>3. take students on a field trip around the neighborhood to observe different kinds of homes; compare these structures in terms of materials, shapes, etc.</li> <li>4. build models of two types of American Indian houses; compare these structures in terms of materials, shapes, etc.</li> <li>5. draw a picture of your home; compare its shape, building materials, and number of rooms with a dugout, sod house, log cabin, or frame house.</li> <li>6. have each student create a timeline on his/her family – grandparents, parents, child.</li> </ol>

**Kansas, United States, and World History**

**First Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols which are important to Kansas, United States and World history.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) recognizes the United States flag, Pledge of Allegiance, and Bald Eagle as important national symbols.</li> <li>2. (K) recognizes the Kansas flag and identifies the symbols on it. (e.g., stars, farmer, steamboat, plow, buffalo).</li> <li>3. (K) identifies some important U.S. national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day).</li> </ol>	<ol style="list-style-type: none"> <li>1. use books, articles, computers, music, etc. to learn about U.S. symbols.</li> <li>2. have students prepare a short skit about the meaning behind the symbols on the Kansas flag and present to another class.</li> <li>3. choose a U.S. national holiday and tell why it is important.</li> </ol>

**Kansas, United States, and World History**

**First Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 4:** The student engages in historical thinking skills.

First Grade Knowledge and Application Indicators	First Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) puts events in chronological order.</li> <li>2. (A) locates information using a variety of sources (e.g., maps, photographs, books, people).</li> <li>3. (A) uses information to provide details to support a main idea in history.</li> <li>4. (A) sort by same and different.</li> <li>5. (A) asks questions, shares information and discusses ideas about historical things.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify sequential actions, such as first, next, last, in stories, videos, etc.; correctly uses chronological words (now, long ago, before, after morning, afternoon, night, today, tomorrow, yesterday, present, past, future).</li> <li>2. name sources of information.</li> <li>3. have students role play and show how they understand the main idea; use graphic organizers to retell the main idea and relate supporting details from texts.</li> <li>4. compare the lives of children today with the lives of their grandparents.</li> <li>5. listen/read informational text from standard-based units, books, magazines, biographies, computer, interviews, etc. to develop questions, share information and discuss historical events.</li> </ol>