

**Civics-Government****Kindergarten**

**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 US 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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) recognizes rules and why they exist (e.g., home, classroom, playground).	1. make posters illustrating existing rules. (instructional suggestions are in development and may change)

5/27/2004

**Civics-Government**

**Kindergarten**

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

Kindergarten Knowledge and Application Indicators	Kindergarten 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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**Benchmark 3:** The student understands that leadership has responsibilities.

Kindergarten Knowledge and Application Indicators	Kindergarten 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 privileges and responsibilities of a good citizen.

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

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

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	1. use a digital camera to take pictures, bring pictures from home or collect pictures from print media to identify leaders. (instructional suggestions are in development and may change)

**Economics**

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) understands that we can't have everything we want, so we have to make choices (e.g., play video games or watch t.v.; play on swings or play soccer).</li> <li>2. explains what he/she gives up when a choice is made.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a classroom list of the things that are important to students they would never want to give up and the things they could easily give up. Let them know they are considering choices in making this list.</li> <li>2. Make a classroom list of the things that are important to students that they would never want to give up and the things they could easily give up. Let them know they are considering choices in making this list.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Economics**

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) - (\$) understands 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).</li> </ol>	<ol style="list-style-type: none"> <li>1. role play a “store” scene where a customer is buying something.</li> <li>2. As a class discuss the color differences, value, relationships, etc. of one denomination of coin to another. Then give students coins or replica (money) coins and play a game...”I’m thinking of” describing a particular coin and then have students guess the coin you are thinking of. As a class, make descriptions of coins.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

5/27/2004

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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.

Kindergarten Knowledge and Application Indicators	Kindergarten 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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**Benchmark 4:** The student analyzes the role of the government in the economy.

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

**Economics**

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

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (A) - (\$) gives examples of different kinds of jobs that people do within a family.	1. send a jobs inventory home with students to have them list the jobs family members have in their household. Example: mom does cooking, dad does laundry, brother loads dishwasher. (instructional suggestions are in development and may change)

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (A) identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there).	1. Create scenes in the classroom to illustrate these terms. Teacher gives the example in the scene, then asks students to give another example. (instructional suggestions are in development and may change)

**Geography**

**Kindergarten**

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

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, town, school).	1. The teacher shoots video footage of these surroundings. Then, as a class view the video and pick out interesting or defining characteristics about the people, place, or environment.  (instructional suggestions are in development and may change)

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (A) describes seasonal changes and how it affects self.	1. Collect and record weather data create a class weather graph. Make sure each student has the opportunity to be the “Weather Person”. As a group discuss the seasonal changes and their effects. (instructional suggestions are in development and may change)

5/27/2004

**Geography**

**Kindergarten**

**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.

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

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) identify ways people can maintain or improve the quality of their environment.	

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

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) identifies and explains how tools and technology used in the home/school meet our needs.	1. Go on a scavenger search at school to identify examples of tools and technology and determine as a group how each thing meets our “needs”. Go back to the classroom and have students share about the tools and technology they have in their homes. Try to determine what “need” is met by each thing. (instructional suggestions are in development and may change)

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

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
1. (K) explains how each of us has a personal history.  2. (A) compares and contrasts their own life with life in a city and/or a rural community,	1. create a template for students to take home to research their personal history. 2. make two collages from cut out pictures from print media; one for "city" and one for "rural". (instructional suggestions are in development and may change)

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

**Kindergarten**

**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies family customs and traditions and explains their importance.</li> <li>2. (K) understands that Kansas is a state in the United States and the significance of Kansas Day is the celebration of its birthday.</li> <li>3. (A) locates the state of Kansas using a political map of the United States.</li> <li>4. (K) recognizes state symbols important to Kansas (e.g., the state bird – meadowlark, the state flower – sunflower, the state animal- buffalo).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students ask their family about this – you may want to structure an “interview” form for a family member to fill out.</li> <li>2. For January 29<sup>th</sup>, make a large “birthday cake” cut out of construction paper. Obtain just shy of 150 straws. Have students help attach/place the appropriate amount of straws on the Kansas’ Birthday Cake. Sing Happy Birthday to Kansas after explaining Kansas Day (January 29) is the day Kansas “was born” as a state. The other states are like its brothers and sisters and each has a time it “was born” as a part of the United States.</li> <li>3. Have students bite the upper right-hand corner off of a graham cracker rectangle or Hershey bar rectangle. Then have them go to a political map and try to match the shape of their food object to a state on the map. They should “match” with Kansas. Make sure all are clear about and can point to the location of Kansas within the contiguous U.S.</li> <li>4. Listen/read informational text from standard-based units, books, magazines, biographies, computer, interviews, etc. to develop questions, share information and discuss historical ideas. Make Kansas symbols booklet available on-line from the Kansas State Historical Society at <a href="http://www.kshs.org">www.kshs.org</a>. (instructional suggestions are in development and may change)</li> </ol>

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**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.

Kindergarten Knowledge and Application Indicators	Kindergarten Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) places events in sequential order.</li> <li>2. (A) uses information to find main idea.</li> <li>3. (K) scans historic photographs to gain information.</li> <li>4. (A) asks questions, shares information, and discusses ideas about the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. discuss what happened first, second, next, last, for a given day, a given week, the school year and since students were born.</li> <li>2. read a literary piece about families and then discuss the main idea.</li> <li>3. look at a historical photograph about a family (or other student-friendly scene) to see what information gives clues that let us interpret the photo. <a href="http://www.kshs.org">www.kshs.org</a> is a good site to access a historic photograph.</li> </ol> <p>(instructional suggestions are in development and may change)</p>