

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States 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 our representative democracy.

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) discusses the need for rules in the family, school, and <i>community</i> with an understanding of both positive and negative consequences.</li> </ol>	<ul style="list-style-type: none"> <li>Have students identify signs in the community and discuss what would happen if those signs (stop sign, pedestrian sign, bus stop, speed limit) did not exist. (1)</li> <li>Allow students to make classroom rules, determining which are most important and why. Vote on preferences. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p>	

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**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies shared ideals within American <i>society</i> (e.g., truth, fairness, justice, loyalty, freedom).</li> </ol>	<ul style="list-style-type: none"> <li>Have students tell about a situation, they felt was “unfair.” Ask them to develop ways to have made that situation more fair. (1)</li> <li>Create illustrated posters of the <b>6 Pillars of Character</b>: trustworthiness, <i>citizenship</i>, respect, fairness, <i>responsibility</i>, and caring. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties.  <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.  <i>Society</i> - a group of people bound together by the same culture.</p>	

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**Civics-Government**

**First Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States 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 our representative democracy.

**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (A) demonstrates leadership qualities by taking on <i>responsibilities</i> in the classroom and home (e.g., line leader, passing out papers, keeping room clean).	<ul style="list-style-type: none"><li>• Have whole class discussion on leadership qualities and then have students nominate a class “president” or a “leader of the week.” (1)</li><li>• After discussing leadership responsibilities, have each student serve as the leader of a cooperative group, making certain that every student has the opportunity to serve. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.</p>	

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States 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 our representative democracy.

**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (K) identifies <i>privileges</i> as <i>benefits</i> which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time).	<ul style="list-style-type: none"> <li>List and discuss privileges received at home and school. Explain who grants privileges (parents, guardians, teacher, principal), and under what circumstances privileges might be taken away. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Benefit</i> - something that satisfies one's wants.  <i>Privileges</i> - a special advantage or benefit not enjoyed by all.</p>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
The student: 1. ★(K) recognizes that people can make rules and leaders can enforce rules.	• Develop a set of class rules for behavior in different settings: lunch, recess, library. Develop consequences and positive incentives for behavior. (1)
<b>Teacher Notes:</b> 1. ★ C5B2I4, C5B3I4	

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <p>1. ★(K) - (\$) understands individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes).</p>	<ul style="list-style-type: none"><li>• Discuss choices made by families: buying a new television vs. taking a vacation, or going to the movies vs. renting a movie. (1) See also: HB2115, GB511</li><li>• Make a choice about a school lunch: A) hot lunch or B) sack lunch. Place emphasis on the fact a choice must be made; having both is not an option.</li></ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ E6B1I1</p>	

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**Economics**

**First Grade**

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i> .	<ul style="list-style-type: none"><li>• Role-play buyer and seller buying something at a store. (1)</li><li>• Show pictures or commercials of people buying things at a store. Discuss what is used to buying these items. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Goods</i> - something that you can touch or hold. <i>Services</i> - something that one person does for someone else.</p>	

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

**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/or Application Indicators	First Grade Instructional Suggestions
The student: 1. ★(K) - (\$) discusses why people save money in a bank.	<ul style="list-style-type: none"> <li>Discuss why saving money in a bank is good: safety, make more money, future use, to buy something that costs a lot. Illustrate saving money in a bank. Write at the bottom of picture, "Saving money is good." (1)</li> </ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ E5B5I1  <i>Cost</i> - something that is given up to satisfy your wants.  <i>Savings</i> - income that is not spent, setting aside income or money for future use.</p>	

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**Economics**

**First Grade**

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

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**Economics**

**First Grade**

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (K) - (\$) understands that people have jobs to earn a <i>wage</i> .	<ul style="list-style-type: none"><li>• Cut a picture out of a magazine or draw a picture of a person performing a job and identify the job they are performing. (1)</li><li>• Write one or two sentences about why people have jobs; people have jobs to earn a wage; people can buy things with the money earned from working at a job. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our 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/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(K) describes the purposes of maps and globes (e.g., model of earth, representation of earth’s features).</li> <li>2. (A) finds Kansas on a wall map.</li> <li>3. (A) makes a map to represent some <i>location</i> important to them.</li> <li>4. ★ (K) locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean)</li> </ol>	<ul style="list-style-type: none"> <li>• Describe the globe as a model of Earth, dolls are models of people, toy cars are models of cars. (1)</li> <li>• Use pictorial symbols and color to make simple maps of local areas. Make a key to show what the symbols represent: bedroom, kitchen, classroom, play ground. (3)</li> <li>• Play “I Spy” to practice locating places and features on a map. (2, 4)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B1I1</li> <li>4. ★ G5B1I2</li> </ol> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p>	

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <p>1. ★(A) maps <i>physical and human features</i> of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).</p>	<ul style="list-style-type: none"> <li>• As a group or individual, make a map of the school playground (1)</li> <li>• Look at photos of important local places. Make model buildings from milk cartons. Discuss: Who works there? How is your model like the post office picture? Who uses this place? Assemble the city or neighborhood. (1)</li> <li>• Describe the physical and human features seen on a field trip. Have students make symbols of these features to create an interactive bulletin board map of the field trip. (1)</li> </ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ G6B1I1</p> <p><i>Human feature (human characteristics)</i> - items built by people that modify the earth’s surface (cities, roads, dams, mines).</p> <p><i>Physical feature</i> - a natural characteristic of a place (elevation, landforms, vegetation).</p>	

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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 between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our 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/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (K) observes and identifies local weather conditions and patterns.	<ul style="list-style-type: none"><li>• Include observation and identification of local weather conditions and patterns as a part of daily calendar activities. Keep a daily log of wind direction, temperature, precipitation, and general conditions over time to explain how weather in the local <i>community</i> changes. (1)</li><li>• Create a classroom weather graph. Collect and record weather data throughout the school year. (1)</li></ul>
<b>Teacher Notes:</b> <i>Community</i> - any group living in the same area or having interests, work, etc. in common.	

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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 between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

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

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

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"><li>1. (K) identifies ways in which people depend on the physical environment to meet <i>needs</i> and <i>wants</i> (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>	<ul style="list-style-type: none"><li>• Create a <b>T chart</b> listing “what we need” and “what we want” in order to survive. (1) See also: EB111, HB211</li><li>• Make a four flap brochure and draw pictures of self with clothing appropriate for each season. (2)</li></ul>
<p><b>Teacher Notes:</b> <i>Needs</i>- necessities (food, clothing, shelter) <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

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**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/or Application Indicators	First Grade Instructional Suggestions
The student: 1. (A) tells the story of an important person in his/her life. 2. ★(K) identifies the office of the president as the leader of the United States and identifies the first president and the current president.	<ul style="list-style-type: none"><li>• Explore family history by interviewing grandparents, parents, or other adult family members. (1)</li><li>• Research information about George Washington and the current president; have students describe what presidents do. (2)</li></ul>
<b>Teacher Notes:</b> 2. ★ C5B3I4, C5B2I4	

**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/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(K) - (\$) describes the <i>needs</i> 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, frame 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, frame house).</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., his/her own family, a family from literature).</li> </ol>	<ul style="list-style-type: none"> <li>• Think about important things family members do for one another. Write a sentence: "_____ is important in my family because he /she _____". Draw a picture to illustrate the sentence. (1)</li> <li>• As a class, design a bulletin board, display, or photo collage illustrating food sources produced in Kansas. (2)</li> <li>• Take a field trip of the neighborhood to view different types of homes; compare these structures in terms of materials, shapes, etc. (3)</li> <li>• Build models of two types of American Indian houses; compare these structures in terms of materials, shapes, etc. (4)</li> <li>• Draw a picture of one's home; compare its shape, building materials, and number of rooms with a dugout, sod house, log cabin, or frame house. (5)</li> <li>• Create a timeline of one's family or a family from literature: grandparents, parents, child. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ E6B1I1</li> <li>4. ★ H5B1I1</li> <li>5. ★ E6B1I1</li> <li>6. ★ H5B4I1</li> </ol> <p><i>Needs-</i> necessities (food, clothing, shelter)</p>	

**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 that are important to Kansas, United States and World history.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <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., motto, stars, American Indians and buffalo, farmer plowing, pioneers and cabin, steamboat, etc.).</li><li>3. (K) identifies some important United States national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day).</li></ol>	<ul style="list-style-type: none"><li>• Use books, articles, computers, and music to learn about United States symbols. (1)</li><li>• Prepare a short skit about the meaning behind the symbols on the Kansas flag and present to another class. (2)</li><li>• Choose a national holiday and tell why it is important. (3)</li></ul>
<p><b>Teacher Notes:</b></p>	

**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/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(K) puts events in chronological order.</li> <li>2. ★(A) uses information to provide details to support a main idea in history.</li> <li>3. (A) asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.</li> </ol>	<ul style="list-style-type: none"> <li>• 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. (1, 2)</li> <li>• Role-play understanding of the main idea; use graphic organizers to retell the main idea and relate supporting details from texts. (2)</li> <li>• Listen to or read informational text from books, magazines, biographies, internet, and interviews to develop questions, share information and discuss historical events. (1, 2, 3)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B4I1</li> <li>2. ★ H6B4I1</li> </ol>	