

**Civics-Government**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) recognizes rules and why they exist (e.g., home, classroom, playground).	<ul style="list-style-type: none"><li>• Develop class rules through whole group discussion. Make a poster illustrating the rules agreed upon. (1)</li><li>• Use a fire or tornado drill to discuss the importance of safety issues and the need for rules. (1)</li><li>• Share a rule that is enforced at home by drawing a picture and explaining why it is important to the family. (1)</li></ul>
<b>Teacher Notes:</b>	

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

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) recognizes appropriate ways to behave in the classroom. 2. (K) identifies the characteristics of a friend and/or helpful classmate.	<ul style="list-style-type: none"><li>• Read a variety of books on manners and then have students demonstrate good manners by role playing. (1)</li><li>• Draw a picture of a good deed or act of kindness. (1, 2)</li><li>• Write a note of appreciation to a friend, guardian, teacher, or other role-model. (1, 2)</li></ul>
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**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) knows school authority figures and ways they establish order and provide safety in a school setting.	<ul style="list-style-type: none"><li>• Ask the principal or a school official to visit the class for a question and answer session. (1)</li></ul>
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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (A) demonstrates good <i>citizenship</i> (e.g., sharing, listening, taking turns, and following rules).	<ul style="list-style-type: none"> <li>• Discuss: what is a <i>citizen</i>? Encourage students to nominate a student for a good citizen award. (1) See also: EB511</li> <li>• After discussion, have each student draw or write three good deeds of "good citizenship." Challenge students to accomplish all three by the end of the week. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizen</i> - a native or naturalized member of a political community.  <i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties.</p>	

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

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. ★ (K) identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	• Use a camera to take pictures, or collect pictures from print media to identify leaders. (1)
<b>Teacher Notes:</b> 1. ★ C5B2I4	

**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 of Kansas and the United States living in an interdependent world.**

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

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. ★ (K) - (\$) understands that a person cannot have everything he/she <i>wants</i> , so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer). 2. (K) - (\$) explains what he/she gives up when a choice is made.	<ul style="list-style-type: none"> <li>• Have two different items that each student would have to choose between. After choice is made, tell what the choice was and what was given up. (1, 2) See also: HB111</li> </ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ E6B1I1  <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

**Economics**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) - (\$) understands the use of money to purchase <i>goods</i> and <i>services</i> .	<ul style="list-style-type: none"><li>• Role-play a “store” scene where a customer is buying something. Provide “classroom” currency to “buy” items. (1)</li><li>• Show pictures or commercials of people purchasing goods or services. Discuss what is used to buy 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**

**Kindergarten**

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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/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. ★ (K) - (\$) discusses the <i>benefits</i> of saving money.	<ul style="list-style-type: none"><li>• Share examples of why saving money earned or received as gifts is a benefit: to purchase an item in the future, to help with an unexpected emergency. (1)</li></ul>
<b>Teacher Notes:</b> 1. ★ E5B5I1 <i>Benefit</i> - something that satisfies one's wants.	

8/9/2005

**Economics**

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**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.

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

**Economics**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (A) - (\$) gives examples of types of jobs that he/she does within the family.	• List jobs performed at home: washing dishes, picking up room, feeding animals, getting mail, taking out the trash. (1) See also: HB311, GB511, C-GB411
<b>Teacher Notes:</b>	

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★ (A) identifies and correctly uses terms related to <i>location</i>, direction, and distance (e.g., up/down, left/right, near/far, here/there).</li> <li>2. ★ (K) locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).</li> </ol>	<ul style="list-style-type: none"> <li>• Use directional terms related to location, direction, and distance when giving verbal directions. (1)</li> <li>• Read and discuss children’s stories using <i>relative location</i> terms such as near, far, towards, away from, next to, etc. (1)</li> <li>• Play “I Spy” to practice locating places and features on a map. (2) See also: HB3I3</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B1I1</li> <li>2. ★ 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> <p><i>Relative location</i> - the location of a place or region in relation to other places or regions (northwest or downstream).</p>	

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).	<ul style="list-style-type: none"><li>• Tape video footage of local surroundings. Then, as a class view the video and pick out interesting or defining characteristics about the people, place, or environment. (1) See also: HB212</li><li>• Describe the physical characteristics of the local surroundings in words and sketches. (1) See also: HB212</li></ul>
<b>Teacher Notes:</b>	

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (A) describes seasonal changes and how they affect an individual.	<ul style="list-style-type: none"><li>• Collect and record weather data to create a class weather graph. Allow each student to be the “weather person.” Discuss seasonal changes and their impact on students. (1)</li><li>• Use pictures to show the seasons. (1)</li></ul>
<b>Teacher Notes:</b>	

8/9/2005

**Geography**

**Kindergarten**

**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.

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

**Geography**

**Kindergarten**

**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.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) identifies ways people can maintain or improve the quality of their environment.	<ul style="list-style-type: none"><li>• Draw pictures showing how people have littered, damaged, or improved the local environment. (1)</li></ul>
<b>Teacher Notes:</b>	

**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
The student: 1. (K) identifies and explains how tools and <i>technology</i> used in the home/school meet people's <i>needs</i> .	<ul style="list-style-type: none"><li>• Hold a scavenger search to identify examples of tools and technology and determine as a group how each item meets people's needs. (1)</li></ul>
<b>Teacher Notes:</b> <i>Needs</i> - necessities (food, clothing, shelter) <i>Technology</i> - science applied to achieve practical purposes.	

8/9/2005

**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/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) explains how each individual has a personal history. 2. ★(A) compares and contrasts his/her own life with life in a city and/or a rural <i>community</i> .	<ul style="list-style-type: none"><li>• Create a template for students to take home to research their personal history. (1)</li><li>• Make two collages from pictures found in print media: one for city and one for rural. (1)</li></ul>
<b>Teacher Notes:</b> 2. ★ H5B2I3 <i>Community</i> - any group living in the same area or having interests, work, etc. in common.	

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

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
<p>The student:</p> <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 as the celebration of the state's birthday.</li> <li>3. (A) locates the state of Kansas using a map of the United States.</li> <li>4. (K) recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).</li> </ol>	<ul style="list-style-type: none"> <li>• Conduct oral interviews on how families celebrate holidays; structure an “interview” form for a family member to fill out. (1)</li> <li>• Make a large “birthday cake” out of construction paper for January 29<sup>th</sup>. Obtain about 150 straws. Attach the appropriate amount of straws on the Kansas’ Birthday Cake. Sing Happy Birthday to Kansas after explaining that 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. (2)</li> <li>• Bite the upper right-hand corner off of a graham cracker rectangle or Hershey bar rectangle. Use a map and try to match the shape of their food object to a state on the map. It should “match” with Kansas. Point out the <i>location</i> of Kansas within the contiguous states. (3)</li> <li>• Make a booklet of Kansas symbols; books are available on-line from the Kansas State Historical Society at <a href="http://www.kshs.org">www.kshs.org</a>. (4)</li> </ul>
<p><b>Teacher Notes:</b>  <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>	

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

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
<p>The student:</p> <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>	<ul style="list-style-type: none"> <li>• Use children’s stories to discuss what happened first, second, next, and last for a given day. (1, 2)</li> <li>• Look at a historical photograph about a family to find details about the family from the photograph. Write a short story about a day in the life of someone in the picture. Use <a href="http://www.kshs.org">www.kshs.org</a> to access historic photographs. (1, 2, 3, 4)</li> <li>• Read a historical story and develop questions, share information and discuss historical ideas. (1, 2, 4)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B4I1</li> </ol>	