

## **KINDERGARTEN SECTION**

**PURPOSE:** Students will identify existing rules meant to keep them safe, explain how rules are created, and develop simple rules for classroom behavior. They will explain rules typically used at home and in the school. Students will identify key holidays celebrated in Kansas. Using a map, students will identify the state in which they reside, and identify three of the symbols associated with Kansas. Students will define and correctly use social studies vocabulary appropriate to kindergarten.

### **HIGH ACHIEVEMENT UNIT OUTCOMES:**

**Civics Benchmark: Student identifies rules of law as it applies to family and school.**

#### **Components:**

- 1.1. Recognize safety rules.
- 1.2. Gives examples of 2 safety rules at school and home.
- 1.3 Knows school authority figures and ways they establish order and provide safety in school setting.
- 1.4 Demonstrates good citizenship (sharing, listening, taking turns and following rules)
- \*1.5 Identifies leaders at home and school (parents, guardians, teachers, principal)**

**Economics Benchmark: Students use working knowledge of major economic concepts.**

#### **Components:**

- \*2.1 Understands that person cannot have everything he/she wants (choices must be made) for example choose between swings or play soccer**
- 2.2 Money must be used to purchase goods and services
- \*2.3 Understands benefits of saving money**
- 2.5 Talk about types of jobs he/she does in the family.

**Geography Benchmark: Student uses maps to locate places.**

#### **Components:**

- \*3.1 Identifies and uses terms related to location, direction, distance (up/down, right/left, near far)**
- \*3.1.2 Locates major geography features (equator, North Pole, South Pole)**
- \*3.1.2 Students will locate the town in which they reside on a map.**
- 3.2 Describes local surrounding
- 3.3 Describe seasonal changes and how they affect an individual
- 3.5 Identify ways people can maintain the quality of their environment (ie. littering)

Updated 8/9/05

**History Benchmark: Students identify the significance of important individuals and major developments in history**

**Components:**

**\*4.2.2 compare and contrast life in rural community versus city life**

4.3 Identify how families celebrate holidays including Kansas Day

4.3.3 Locate the state of Kansas on a map

4.3.4 Recognizes important Kansas state symbols.

**\*4.4.1 Places events in sequential order (what happened first, second, next, last)**

## **FIRST GRADE SECTION**

**PURPOSE:** Students will identify community rules. They will state the definition of community, and will recognize and describe government and state symbols. Students will explain that money can be exchanged for goods and services. Students will compare the differences between wants and needs. They will identify some famous American leaders. Students will define and correctly use social studies vocabulary appropriate to first grade.

### **HIGH ACHIEVEMENT UNIT OUTCOMES:**

**Benchmark I: Students will identify, describe, and give examples of rules of law as it applies to individuals.**

#### **Components:**

- 1.1 discusses the need for rules in the family, school and community with understanding of both positive and negative consequences.
- 3.1 demonstrates leadership qualities by taking on responsibilities in classroom and home.
- 4.1 identifies privileges as benefits (being first in line, attending a field trip)
- \*5.1 recognizes that people can make rules and leaders can enforce them (class rules)**

Civics Benchmark (new 8/9/2005)

**Benchmark II: Students use working knowledge of major economic concepts.**

#### **Components:**

- \*1.1 Understands individuals and families cannot have everything they want, so they have to make choices**
- 2.1 give examples of places to spend money to receive a good or a service (grocery store, garage sale, school, hospital)
- \*3.1 Discusses why people save money in a bank**
- 5.1 Understands that people have jobs to earn a wage

Economic Benchmarks (new 8/9/2005)

**Benchmark III: Students use working knowledge of relationships between people and places, physical and human environments.**

#### **Components:**

- \*1.1 describes the purpose of maps and globes**
- \*1.4 locates major geography locations (US, Canada, Mexico, Atlantic Ocean, Pacific Ocean)**
- \*2.1 maps physical and human features of the school (hills, creeks, trees, equipment, fences, sidewalks)**
- 3.1 observes and identifies local weather conditions and patterns

Updated 8/9/05

- 5.1 Students will define what is a “want” and a “need”, Looking at pictures students will identify whether the item pictured is a “want” or a “need”.
- 5.2 describes how physical environment impacts humans (choice of clothing, housing, crops, recreation)
- 5.3 List ways people can maintain or help the quality of their environment

Geography Benchmark (new 8/9/2005)

**Benchmark IV: The students understand the significant individuals, groups, ideas, events, eras, and developments in history**

**Components:**

- \*1.2 Identifies office of president as leader of the United States, and identifies the first president and the current president.**
- \*2.1 Describes the needs of a family**
- \*2.4 Compares types of shelter used by American Indians in Kansas over time. (grass lodge, tipi, earth lodge, frame house)**
- \*2.5 Identify types of shelter used by early Kansas families (dugouts, sod houses, log cabins, frame houses)**
- \*2.6 Uses a timeline to share the history of family (his or her own family, or a family from literature)**
- 3.1 identify U.S. symbols (eagle, flag, seal, pledge)
- 3.2 identify Kansas flag and identifies the symbols on it (motto, stars, American Indians, buffalo, farmer plowing, pioneers and cabin, and steamboat)
- 3.3 identifies some important U.S. National holidays (Independence Days, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King Jr., President’s Day, Memorial Day)
- \*4.1 put events in chronological order (sequence first, next, last, now, long ago)**
- \*4.2 use information to provide details to support a main idea in history (role play understanding of the main idea, use graphic organizers to retell the main idea and relate supporting details from text.**

History Benchmark (new 8/9/2005)

## **SECOND GRADE SECTION**

**PURPOSE:** Students will recognize that the U.S. Constitution is the basis for U.S. government and describe why we need rules. Students will locate their town in relationship to their state, U.S., and the world. Students will create a map and describe the characteristics and purposes of maps and globes. Students will identify seasons and climate, and name natural resources found in the U.S. Students will investigate and identify early settlers, explorers, and inventors in American history. Students will define and correctly use social studies vocabulary appropriate to second grade.

### **HIGH ACHIEVEMENT UNIT OUTCOMES:**

**Benchmark I: Student identifies the rule of law as it applies to family, school, local, state and national governments.**

#### **Components:**

- 1.1 Describes the need for rules in the family, school, and community.
- 2.2 Identifies and defines the characteristics of a good citizen (honesty, courage, patriotism, tolerance, respect)
- \*3.1 Recognizes that the U.S. Constitution is a written plan for the rules of government.**
- 4.1 Discuss how rights and privileges change over time and in different situations (right to vote, privileges like extra recess time)
- \*5.1 The student demonstrates leadership in the classroom (cooperative group leader, line leader, library helper)**

Civics Benchmark (new 8/9/2005)

**Benchmark II: Students use working knowledge of major economic concepts.**

#### **Components:**

- \*1.1 knows the difference between goods and services and provides an example of how each satisfies a person's wants and needs.**
- \*1.3 identifies the opportunity cost of a choice (choose two favorite things, then put one back, next best alternative not chosen.**
- \*2.1 understands the concept of exchange and the use of money to purchase goods and services.**
- \*3.1 explains the advantage of choosing to save or spent money that is earned or received.**
- \*3.2 defines a budget as a plan for spending and saving income.**
- 5.1 understands that people earn an income and sometimes benefits for the work they do and gives examples of different types of work within a community both today and in the past.
- \*5.2 knows that a decision-making process can help people make spending and saving decisions.**

Economics Benchmark (new 8/9/2005)

Updated 8/9/05

**Outcome III: The student uses maps to locate places.**

**Components:**

- \*1.1 Makes and uses maps to represent and locate familiar places within cities and in Kansas (title, legend, symbols, compass rose, cardinal directions, grid systems)**
- \*1.2 Identifies and correctly uses terms (North, South, East, West)**
- \*1.3 Locates major geographic features (Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington D.C.)\**
- \*2.1 Identifies physical and human changes that have taken place over time in local region (physical: tornado, drought, Kansas as inland sea, human: new shopping centers, highways, houses)**
- 3.1 the student identifies what effect seasonal change has on local environment and the climate of Kansas
- \*4.1 Identifies the past and present settlement or development of his/her community or local area.**
- \*5.1 Describes how physical systems influence people and their activities (farming, cattle grazing, wheat production).**

Geography Benchmark (new 8/9/2005)

**Benchmark IV: The students understand the significant individuals, groups, ideas, events, eras, and developments in history**

**Components:**

- \* 1.1 compare various forms of transportation in Kansas past and present. (the horse, steamboat, trains, airplanes, cars)**
- \*1.2 compares and contrasts the ways people communicate with each other past and present**
- \*1.3 identifies important innovations made in the past that influence today (Wright brothers, Henry Ford, Ancient China-irrigation, paper, Inca—highways to connect cities)**
- \*1.4 recognizes the impact of contributions made by leaders past and present.**
- \*2.1 Compares and contrasts daily life of an historic Plains Indians family, a pioneer family, and a modern family in Kansas.**
- \*2.2 defines immigration and gives past and present examples from Kansas**
- \*2.3 defines history as the story of the past**
- \*4.1 create and use timelines (personal & historical)**
- \*4.3 use information to understand cause and effect**

History Benchmark (new 8/9/2005)

## **THIRD GRADE SECTION**

**PURPOSE:** Students will compare and contrast various Native American cultures. They will define imports, exports, and give examples of goods and services. Students will construct landforms in Kansas. They will describe early Kansas settlements, and identify the capitals of the U.S. states and the Kansas capital. Students will define and correctly use social studies vocabulary appropriate to third grade.

### **HIGH ACHIEVEMENT UNIT OUTCOMES:**

**Outcome I: Student identifies the rule of law as it applies to family, school, local, state and national governments.**

#### **Components:**

- 1.1 explains purpose of rules and laws and why they are important in a community
- 1.2 explains necessity of rules in order to provide public safety in a free and orderly society.
- 2.1 understands that civic values are influenced by people's beliefs and needs (need for safety, health, and well-being)
- 4.1 recognizes that citizenship has rights, privileges, and civic responsibilities (community service, voting, respect of others)
- 5.1 Defines government as people or groups who make, apply, enforce rules and laws in a community.

Civic Benchmark (new 8/9/2005)

**Benchmark II: Students use working knowledge of major economic concepts.**

#### **Components:**

- \*1.1 knows that there are not enough available resources to satisfy all wants for goods and services.**
- \*2.1 Identifies and gives examples of where buyers and sellers exchange goods and services in the community (make list of businesses, tell what goods or services are exchanged)**
- 3.1 Define terms borrowing, consumer, credit, lending
- \*4.1 list goods and services in the community that are paid for by taxes (roads, parks, schools, fire protection)**
- \*5.1 Discuss how wants and needs are met through spending and saving decisions**
- \*5.2 Identifies consequences of borrowing and lending**
- \*5.3 Give examples of income and how money was spent or saved.**

Economics Benchmark (new 8/9/2005)

Updated 8/9/05

**Outcome III: The students will use maps, graphic representation, to locate, use, present information about people, places, and environment.**

**Components:**

**\*1.1 uses geographic tools, like grid system, symbols, legends, scales, and compass rose to construct and interpret maps.**

1.2 uses a data source as a tool (graphs, charts, tables)

**\*1.3 identifies and gives examples of the difference between political and physical features on a map**

**\*1.4 Locates the oceans and continents on a simple outline map**

**1.5 compares urban, suburban, and rural areas**

**\*1.6 Discusses reasons for the particular locations in a community (residential, commercial, industrial, transportation, recreation, agricultural)**

**\*1.7 Locates major political features (Los Angeles, New York City, Denver, Chicago, your county, neighboring cities, your county seat)**

**\*2.1 Identifies the physical characteristics of the local community (landforms, bodies of water, natural resources, weather, seasons)**

**\*3.1 Compares various ecosystems in the community (locations and characteristics of plant and animal life)**

**\*4.1 Examines how people in their community interact with people in other communities in Kansas**

**\*5.1 Discusses the consequences of human modification in their community on the environment over time (flood control, mining, farming, chemical uses, community development, transportation).**

**\*5.2 Identifies ways in which human activities are impacted by the physical environment (housing, agricultural activities, fuel consumption, clothing, recreation, jobs, resource availability.)**

Geography Benchmark (new 8/9/2005)

**Benchmark IV: The students understand the significant individuals, groups, ideas, events, eras, and developments in history**

**Components:**

1.1 Research the contributions of historical and current day individuals significant in his/her community

**\*2.1 Compares life in his/her community with another community (population/locations, jobs, customs, history, natural resources, ethnic groups, local government)**

**\*2.2 retells the history of the community using local documents or artifacts (view primary sources written by early settlers)**

3.1 explains customs related to holidays and ceremonies celebrated by cultural groups in Kansas.

3.2 locates and explains the importance of landmarks and historical sites within the local community or region in Kansas

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3.3 describes various cultures by studying dance, music, folklore, and arts of ethnic groups within his/her community or region of Kansas

**\*4.1 creates and uses timelines to illustrate a community's history.**

**\*4.4 observe and draw conclusions in his/her own words.**

4.6 use research skills (select information, organize and share information in his/her own words)

History Benchmark (new 8/9/2005)