

## First Grade Social Studies

**Civics-** The student uses a working knowledge and understand of the 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, 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.

1.1.1. (K) discusses the need for rules in the family, school, and *community* with an understanding of both positive and negative consequences.

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

1.3. 1. (A) demonstrates leadership qualities by taking on *responsibilities* in the classroom and home (e.g., line leader, passing out papers, keeping room clean).

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

1.4. 1. (K) identifies *privileges* as *benefits* which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time).

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

1.5. 1 \*(K) recognizes that people can make rules and leaders can enforce rules.

**Economics-**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

2.1.1 \*(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).

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

2.2.1 (K) - (\$) understands the concept of exchange and the use of money to purchase *goods* and *services*.

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

2.3.1 \*(K) - (\$) discusses why people *save* money in a bank.

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

2.5.1 (K) - (\$) understands that people have jobs to earn a *wage*.

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

Benchmark 1: The students uses maps, graphic representation, tools, and technologies to locate, use and present information about people, places, and environments.

3.1.1. \*(K) describes the purposes of maps and globes (e.g., model of earth, representation of earth's features).

3.1.4. \* (K) locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean)

Benchmark 2: Places and Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.

3.2.1\* (A) maps *physical* and *human features* of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).

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

3.3.1 (K) observes and identifies local weather conditions and patterns

Benchmark 5: The student understands the effect of interactions between human and physical systems

3.5. 1. (K) identifies ways in which people depend on the physical environment to meet *needs* and *wants* (e.g., water, food, fuel).

3.5.2. (K) describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).

3.5.3. (A) lists ways people can maintain or help the quality of their Environment

**History**-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

4.1.2.\*(K) identifies the office of the president as the leader of the United States and identifies the first president and the current president.

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

4.2.2.\* (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).

4.2.4.\*(A) compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).

4.2.5.\*(K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).

4.2.6.\*(A) uses a timeline to share the history of a family (e.g., his/her own family, a family from literature).

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

4.3. 1. (K) recognizes the United States flag, Pledge of Allegiance, and bald eagle as important national symbols.

4.3.2. (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.).

4.3.3. (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).

Benchmark 4: The student engages in historical thinking skills.

4.4. 1.\*(K) puts events in chronological order.

4.4.2.\*(A) uses information to provide details to support a main idea in history.