Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
This course focuses on the growth and roles of individuals in the family, school, as Kansans and Americans. A sense of place and the natural environment, important people in the community and world, an individual’s civic rights and responsibility, economic decisions, and rules that govern the family, school, and community, are all key elements for developing this competency. The four disciplines of history, geography, economics, and civics/government that constitute the social studies are totally integrated in this course. The goal is for students to identify with their world around them and understand their role within it. The course should be designed with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

Units in first grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the first grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.
The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach “Families” in the first grade social studies course, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self). They should be able to use their knowledge of self to connect to their role in the family, school, and as Kansans and Americans. Students should be able to identify the major symbols that represent Kansas and the United States. They should possess mental map skills to navigate to and from school and home. Students should understand the concepts of weather and seasons and be able to locate major geographic features. Students should be able to understand the concepts of wants and needs and the basic concept of exchanging money for goods and services.

Connecting with Future Learning

The skills and content taught in first grade will be used as background and prior knowledge for future pursuits in the discipline. In second grade, students apply their sense of self and family to the concept of then and now or past and present. In third grade students apply these understandings to their community. In fourth grade they will consider how Kansas is similar and different from U.S regions. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about family, school, and personal development as Kansans and Americans. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about grass lodges without also learning that these were the houses of Wichita Indians.

This also means that the outline could be amended in ways that best fit the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.
The first grade course focuses on building the concept of “family” through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will study history through understanding the role of family. They will recognize important people in their lives, specifically family members and investigate family history including creating a timeline. Students will evaluate how different families met their need for shelter and other basic needs. They will investigate several major types of food production that have come to symbolize Kansas. Students will recognize and analyze symbols that represent the United States and Kansas, specifically as represented on flags. Students will be able to identify who is the first and current president of the United States. Students will gain an understanding of the meaning and purpose of national holidays.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>symbols (e.g., U.S. flag, Pledge of Allegiance, bald eagle; Kansas flag, Kansas motto, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People/Roles</td>
<td>important people in student’s life/family, president as leader of the United States, name of current president</td>
</tr>
<tr>
<td>Places/Institutions</td>
<td>shelter today, shelter used by American Indians (e.g., grass lodge, tipi, earth lodge, frame house), shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses)</td>
</tr>
<tr>
<td>Events</td>
<td>food production (e.g., wheat, corn, soybeans, sunflowers, livestock), national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, Memorial Day)</td>
</tr>
</tbody>
</table>

Skills

- Create a timeline
- Use information to problem-solve
- Compare and contrast historical events or experiences
- Analyze a problem
- Demonstrate cause and effect
- Ask and answer such questions about key details in a text. (KCCRS RI1.1)
- Identify the main topic and retell key details of a text. (KCCRS RI1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (KCCRS RI1.3)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (KCCRS RI1.4)
- Use the illustrations and details in a text to describe its key ideas. (KCCRS RI1.7)
• Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures.) (KCCRS RI1.9)
• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (KCCRS W1.5)

Sample Compelling Questions

• How do people choose what to use to build a house? (Standard 1)
• What are the rights and responsibilities family member have to each other? (Standard 2)
• Why do people celebrate holidays? (Standard 3)
• Why have forms of housing changed over time? (Standard 4)
• Why are farming and ranching symbols of Kansas? (Standard 5)

Civics/Government (CG)

In this unit, students focus on the basic concepts of rules and laws as they apply to family, school, and being a citizen of Kansas and United States. Students will recognize that rules have positive consequences, such as keeping them safe and negative consequences if they ignore safety rules. They will investigate the shared ideals within American society, such as, truth, fairness, justice, loyalty, and freedom. Students will examine personal character traits including trustworthiness, citizenship, respect, fairness, responsibility, and caring (e.g., Six Pillars of Character). They will analyze the qualities of being a leader and leadership in their home and school. Students will analyze privileges they have at home and school and understand why and how benefits are granted or taken away. They recognize that people can make rules and leaders can enforce them both at home and at school.

Ideas: rules, leadership, privileges, benefits, shared ideals (e.g., truth, fairness, justice, loyalty, freedom), character traits (e.g., trustworthiness, citizenship, respect, fairness, truthfulness, responsibility, and caring)

People/Roles: leader, citizen, member

Places/Institutions: student’s home, class or school, state of Kansas, United States of America

Events: leadership (e.g., line leader, leader of a cooperative group)

Skills

• Interact and communicate with others in a respectful manner
• Create and follow rules
• Recognize shared American ideals
• Exemplify personal character traits
• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (KCCRS SL1.1)

Sample Compelling Questions
• How do choices you make affect your family? (Standard 1)
• Why do we need rules? (Standard 2)
• How do good character traits make you a better member of your class and family? (Standard 3)
• Will the shared ideals we hold as Americans now be the same in 100 years? (Standard 4)
• What makes someone a good leader? (Standard 5)

Geography (G)

In this unit, students will recognize the purpose of maps and globes as a model of Earth and a representation of Earth’s features. They will be able to locate Kansas, the United States, Canada, Mexico, Atlantic Ocean and Pacific Ocean on a map. Students will make a map to represent a location important to them. They will map physical (natural) and human (man-made) features of their school surroundings. Students will observe and identify local weather conditions and patterns. They will investigate ways people depend on the physical environment to meet their needs and wants (e.g. water, food, fuel). Students will evaluate how the physical environment impacts humans (e.g. choices of clothing, housing, crops, and recreation). They will use their understanding about the physical environment to identify ways people can be good stewards to maintain or improve the quality of their environment.

Ideas
- mapping, place, human features, physical features, wants and needs

People/ Roles
- mapmakers, stewards

Places/ Institutions
- home, school, Kansas, United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean, physical environment

Events
- weather

Skills
- Describe the purposes of maps and globes
- Locate major features on a map
- Identify your home address
- Identify your school’s name
- Map physical and human features
- Observe and record the weather
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (KCCRS MD1.4)

Sample Compelling Questions
- What choices do you make in your daily routine based on the weather? (Standard 1)
- Do people have a responsibility to the environment in which they live? (Standard 2)
• What human features have been added to your local environment, such as fences and playgrounds and what needs do they meet? (Standard 3)
• What is the same about your classroom or school and what has changed over time? (Standard 4)
• How does the physical environment impact your recreational activities? (Standard 5)

Economic (E)

In this unit students will recognize that people and families cannot have everything they want so they have to make choices. They will investigate that choices made by a family are based on wants and needs. Students will understand that people have jobs to earn money in order to meet needs and wants. They will evaluate the concept of exchange and how families use money to purchase goods and services. Students will analyze the benefits to themselves and a family of saving money in a bank for future needs and wants.

<table>
<thead>
<tr>
<th>Ideas</th>
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</thead>
<tbody>
<tr>
<td>wants and needs, choices, exchange, money, goods and services, saving, spending, earning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People/Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>buyer, seller, worker</td>
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</table>

<table>
<thead>
<tr>
<th>Places/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>home, bank, business, work</td>
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<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>going to work/getting paid, saving at a bank, shopping at a store, making a trade</td>
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</tbody>
</table>

Skills

• Profile a family’s needs and wants
• Explore jobs
• Distinguish between items that meet needs and items that meet wants in a store
• Demonstrate responsible decision making
• Distinguish between barter/trade and money

Sample Compelling Questions

• How do people decide what is a want and what is a need? (Standard 1)
• What do people gain when they save and what do they sacrifice? (Standard 2)
• Why is money used more often in the United States today than trade/barter? (Standard 3)
• How have people’s wants and needs changed over time? (Standard 4)
• What goods and services are most important to your family? (Standard 5)