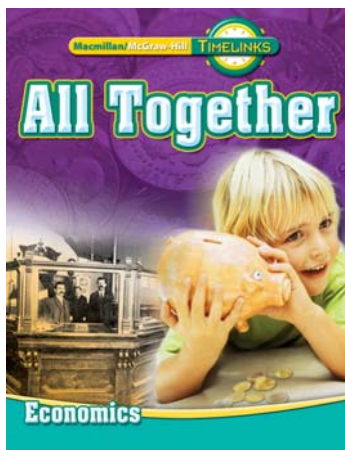
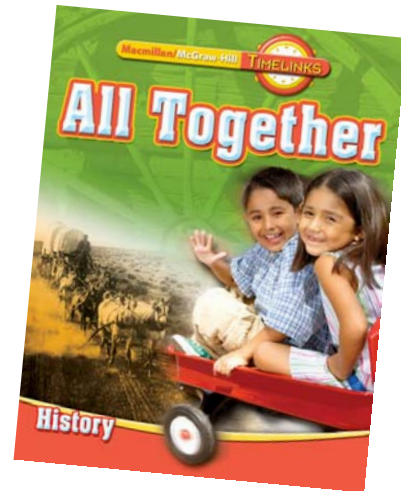
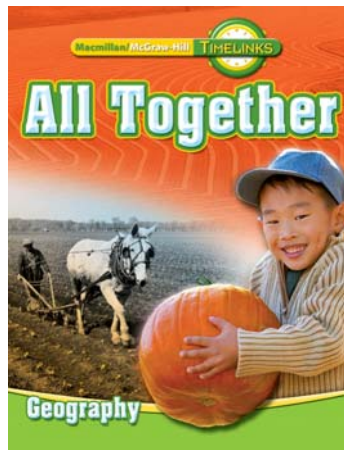




**Macmillan
McGraw-Hill**

Curricular Standards for History &
Government; Economics & Geography
Education First Grade

Kansas



All Together

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STANDARDS

PAGE REFERENCES

Civics-Government

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.

STANDARDS	PAGE REFERENCES
<p>Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p>	
<p>The student:</p> <p>1. (K) discusses the need for rules in the family, school, and <i>community</i> with an understanding of both positive and negative consequences.</p>	<p>Student Edition:</p> <p>Unit 1 6-7, 18-19 Unit 5 10</p> <p>Teacher’s Edition:</p> <p>Unit 1 AR 7; BI 18; CCA 18; DI 19; RL 19; UV 18</p>
<p>Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.</p>	
<p>The student:</p> <p>1. (K) identifies shared ideals within American <i>society</i> (e.g., truth, fairness, justice, loyalty, freedom).</p>	<p>Student Edition:</p> <p>Unit 3 31, 36-37 Unit 4 8-9 Unit 5 16-17</p> <p>Teacher’s Edition:</p> <p>Unit 3 AR 37; BR 31 Unit 4 CCA 8; DI 9; M 8; RC 8 Unit 5 CCA 16, 17; M 16; RC 16</p>
<p>Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.</p>	
<p>The student:</p> <p>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).</p>	<p>Student Edition:</p> <p>Unit 2 28-29 Unit 3 16-17</p> <p>Teacher’s Edition:</p> <p>Unit 2 CCA 28; DI 29; T 28 Unit 3 CCA 16; DI 17; RC 16</p>
<p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<p>The student:</p> <p>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).</p>	<p>This standard can be introduced with classroom discussion using the following pages.</p> <p>Student Edition:</p> <p>Unit 1 Lesson 3 pages 18-19 (Rules at School)</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.</p>	
<p>The student:</p> <p>1. * (K) recognizes that people can make rules and leaders can enforce rules.</p>	<p>Student Edition:</p> <p>Unit 3 36-37 Unit 5 22-23, 25, 26-29</p> <p>Teacher’s Edition:</p> <p>Unit 3 AR 37; BI 36; RM 36 Unit 5 BI 12; DI 27; Q 22, 28</p>
<p>Economics</p> <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.</p>	
<p>Benchmark 1: The student understands how limited resources require choices.</p>	
<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>	<p>Student Edition:</p> <p>Unit 4 12-13</p> <p>Teacher’s Edition:</p> <p>Unit 4 AR 13; CCA 26; DI 12; O 10; S 10</p>
<p>Benchmark 2: The student understands how the market economy works in the United States.</p>	
<p>The student:</p> <p>1. (K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i>.</p>	<p>Student Edition:</p> <p>Unit 4 15, 24-25</p> <p>Teacher’s Edition:</p> <p>Unit 4 BR 23; DI 25; RL 25; S 22; UV 24</p>
<p>Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p>	
<p>The student:</p> <p>1. * (K) - (\$) discusses why people save money in a bank.</p>	<p>Student Edition:</p> <p>Unit 4 6-7</p> <p>Teacher’s Edition:</p> <p>Unit 4 AR 7; DI 6; RL 6, 12</p>
<p>Benchmark 4: The student analyzes the role of government in the economy.</p>	
<p><i>This benchmark will be taught at another grade level.</i></p>	

STANDARDS	PAGE REFERENCES
<p>Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p>	
<p>The student:</p> <p>1. (K) - (\$) understands that people have jobs to earn a <i>wage</i>.</p>	<p>Student Edition: Unit 4 1, 15, 22-23, 30</p> <p>Teacher's Edition: Unit 4 AAW 1; EA 30; F 30; LR 1E; RL 6, 12, 17; S 4; WA 30</p>
<p>Geography</p>	
<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.</p>	
<p>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.</p>	
<p>The student:</p> <p>1. * (K) describes the purposes of maps and globes (e.g., model of earth, representation of earth's features).</p>	<p>Student Edition: Unit 2 14, 20-21</p> <p>Teacher's Edition: Unit 2 BI 14, 30; BR 31; DR 32; M 20; T 20; WA 38 Unit 4 CCA 24</p>
<p>2. (A) finds Kansas on a wall map.</p>	<p>Student Edition: Unit 2 31, 38</p> <p>Teacher's Edition: Unit 2 BR 31; DI 33 Unit 5 CCA 30</p>
<p>3. (A) makes a map to represent some <i>location</i> important to them.</p>	<p>Student Edition: Unit 2 34-35, 38</p> <p>Teacher's Edition: Unit 2 CCA 34; GA 38 Unit 5 CCA 30</p>
<p>4. * (K) locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean)</p>	<p>Student Edition: Unit 2 32-33, 38</p> <p>Teacher's Edition: Unit 2 AR 35; CCA 32; DI 33; DR 32; GA 38</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p>	
<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>	<p>Student Edition: Unit 2 10-11, 16-19</p> <p>Teacher’s Edition: Unit 2 BR 11; CCA 24; DI 17</p>
<p><i>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.</i></p>	
<p>Benchmark 3: Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.</p>	
<p>The student:</p> <p>1. (K) observes and identifies local weather conditions and patterns.</p>	<p>Student Edition: Unit 2 24-25</p> <p>Teacher’s Edition: Unit 2 BR 23; DI 25; RL 25; UV 24</p>
<p>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.</p>	
<p><i>This benchmark will be taught at another grade level.</i></p>	
<p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</p>	
<p>The student:</p> <p>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).</p>	<p>Student Edition: Unit 2 26-27</p> <p>Teacher’s Edition: Unit 2 O 22; Q 26; RM 26</p>
<p>2. (K) describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).</p>	<p>Student Edition: Unit 2 22-25, 27</p> <p>Teacher’s Edition: Unit 2 BI 22, 26; BR 23; DI 25; UV 22, 24</p>
<p>3. (A) lists ways people can maintain or help the quality of their environment.</p>	<p>Student Edition: Unit 2 26-29</p> <p>Teacher’s Edition: Unit 2 AR 27; BI 26; CCA 26, 28, 29; DI 29; M 28; RC 28</p>

STANDARDS	PAGE REFERENCES
Kansas, United States, and World History	
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.	
<p>The student:</p> <p>1. (A) tells the story of an important person in his/her life.</p>	<p>Student Edition:</p> <p>Unit 1 6 Unit 3 5-7</p> <p>Teacher’s Edition:</p> <p>Unit 1 DI 6 Unit 3 BR 5; CCA 6; HOP 3, UV 6</p>
<p>2. * (K) identifies the office of the president as the leader of the United States and identifies the first president and the current president.</p>	<p>Student Edition:</p> <p>Unit 3 30-33 Unit 5 24-25</p> <p>Teacher’s Edition:</p> <p>Unit 3 BI 30; UV 30, 32 Unit 5 BI 24; BR 25; UV 24</p>
Benchmark 2: The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.	
<p>The student:</p> <p>1. * (K) - (\$) describes the <i>needs</i> of a family (e.g., food, shelter).</p>	<p>Student Edition:</p> <p>Unit 4 11</p> <p>Teacher’s Edition:</p> <p>Unit 2 CCA 18 Unit 4 AR 13; BR 11; CCA 26; DI 12; S 10; UV 10</p>
<p>2. (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).</p>	<p>Student Edition:</p> <p>Unit 2 8 Unit 4 23</p> <p>Teacher’s Edition:</p> <p>Unit 2 BI 8; CCA 8 Unit 4 BR 23</p>

STANDARDS	PAGE REFERENCES
3. (A) compares at least two types of shelter used by families today (e.g., apartment, frame house, mobile home, duplex).	Student Edition: Unit 2 11 Teacher's Edition: Unit 2 BR 11
4. * (A) compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).	Student Edition: Unit 3 11-13 Teacher's Edition: Unit 3 BI 10; CCA 12, 14; DI 13; HOP 3; UV 12
5. * (K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).	Student Edition: Unit 3 1, 7 Teacher's Edition: Unit 3 HOP 3; LLA 1; RL 1G
6. * (A) uses a timeline to share the history of a family (e.g., his/her own family, a family from literature).	Student Edition: Unit 3 8-9 Teacher's Edition: Unit 3 CCA 6, 8, 14; HOP 3; RL 5
Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.	
The student: 1. (K) recognizes the United States flag, Pledge of Allegiance, and bald eagle as important national symbols.	Student Edition: Unit 5 34-37 Teacher's Edition: Unit 5 AR 37; DI 35; RL 35; RM 36; UV 34
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.).	This standard could be introduced with the following activity. Student Editin: Unit 5 <i>Curriculum Connection Activity 34</i> A Kansas state flag could be substituted for a class representative flag.
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).	Student Edition: Unit 5 3, 6-7 Teacher's Edition: Unit 5 AR 7; DR 6; E 3; HOP 3

STANDARDS	PAGE REFERENCES
Benchmark 4: The student engages in historical thinking skills.	
<p>The student:</p> <p>1. * (K) puts events in chronological order.</p>	<p>Student Edition: Unit 3 8-9</p> <p>Teacher’s Edition: Unit 1 LR 1C-1D</p>
<p>2. * (A) uses information to provide details to support a main idea in history.</p>	<p>Student Edition: Unit 1 29 Unit 3 22-23, 37 Unit 5 7, 11</p> <p>Teacher’s Edition: Unit 1 RS 28 Unit 3 CCA 32; LR 1C-1D, 1E-1F; RL 21; UV 22; WA 29 Unit 5 DR 1F; RL 1G, 6</p>
<p>3. (A) asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.</p>	<p>Student Edition: Unit 3 5-7, 28-29, 36-37</p> <p>Teacher’s Edition: Unit 3 CCA 6, 8, 20, 32; DR 6; T 28 Unit 5 RL 1G; RM 36</p>