**USD #312 Standards for History, Government and Social Studies**

***CHECKLIST*:** ***Kindergarten – Sense of Self***

|  |  |  |
| --- | --- | --- |
| **Standard** | **Dates Taught** | **Notes** |
| **History** |
| **K-H-1:** Students will examine how making choices to meet their daily needs at home and in school affects their lives. |  |  |  |  |  |
| **K-H-2:** Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, and where they live, and how this changes over time. |  |  |  |  |  |
| **K-H-3:** Students will recognize significant Kansas events, symbols, and family customs. |  |  |  |  |  |
| **Ideas:**  technology |  |  |  |  |  |
| customs |  |  |  |  |  |
| State bird (Western Meadowlark) |  |  |  |  |  |
| State flower( Native Wild Sunflower) |  |  |  |  |  |
| State animal( American Buffalo) |  |  |  |  |  |
| State insect( Honeybee) |  |  |  |  |  |
| Amphibian( Barred tiger Salamander |  |  |  |  |  |
| Reptile (Ornate Box Turtle) |  |  |  |  |  |
| Tree (Cottonwood) |  |  |  |  |  |
| Dirt (Harney Silt Loam) |  |  |  |  |  |
| Grass (Little Bluestem |  |  |  |  |  |
| happiness |  |  |  |  |  |
| **People/Roles:** self |  |  |  |  |  |
| **Places/Institutions:** my home |  |  |  |  |  |
| my school |  |  |  |  |  |
| my city |  |  |  |  |  |
| Kansas |  |  |  |  |  |
| United State of America |  |  |  |  |  |
| **Events:** Kansas Day |  |  |  |  |  |

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| **Civics/Government** |
| **K-CG-1:** Students will understand the role of authority figures at school and home and why they are needed. |  |  |  |  |  |
| **K-CG-2:** Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. |  |  |  |  |  |
| **K-CG-3:** Students will recognize and demonstrate traits of being a good citizen |  |  |  |  |  |
| **Ideas:**  rules |  |  |  |  |  |
| leadership |  |  |  |  |  |
| authority |  |  |  |  |  |
| promoting ideals |  |  |  |  |  |
| prevention |  |  |  |  |  |
| management of conflict |  |  |  |  |  |
| **People/Roles:** parent |  |  |  |  |  |
| guardian |  |  |  |  |  |
| teacher |  |  |  |  |  |
| principal |  |  |  |  |  |
| citizen |  |  |  |  |  |
| student |  |  |  |  |  |
| friend |  |  |  |  |  |
| classmate |  |  |  |  |  |
| **Places/Institutions:** my home |  |  |  |  |  |
| my school |  |  |  |  |  |
| my classroom |  |  |  |  |  |
| **Events:** recess |  |  |  |  |  |
| assemblies |  |  |  |  |  |
| classroom celebrations |  |  |  |  |  |

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| **Geography** |
| **K-G-1:** Students will begin to identify human and physical features of their local surrounding including home, school, and neighborhood. |  |  |  |  |  |
| **K-G-2:** Students will establish mental maps to help them navigate their school setting or the route form home to school. |  |  |  |  |  |
| **K-G-3:** Students will be able to describe seasons and how seasonal changes affect their daily lives. |  |  |  |  |  |
| **Ideas:**  location |  |  |  |  |  |
| directionality |  |  |  |  |  |
| distances |  |  |  |  |  |
| seasons |  |  |  |  |  |
| weather |  |  |  |  |  |
| natural environment |  |  |  |  |  |
| man-made environment |  |  |  |  |  |
|  **People/Roles:**  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Places/Institutions:** equator |  |  |  |  |  |
| North pole |  |  |  |  |  |
| South pole |  |  |  |  |  |
| Kansas |  |  |  |  |  |
| United States |  |  |  |  |  |
| my home |  |  |  |  |  |
| my neighborhood |  |  |  |  |  |
| my school |  |  |  |  |  |
| my hometown |  |  |  |  |  |
| **Events:** seasons |  |  |  |  |  |

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| **Economic** |
| **K-E-1:** People work at jobs to earn money to pay for what they want and need. |  |  |  |  |  |
| **K-E-2:** Students will recognize needs are defined as those things that are a necessity to life. |  |  |  |  |  |
| **K-E-3:** They will understand that money can be used to purchase goods and services. |  |  |  |  |  |
| **K-E-4:** Services are something one person does for someone else. |  |  |  |  |  |
| **K-E-5:** Goods are something one can touch or hold. |  |  |  |  |  |
| **K-E-6:** Students will recognize and evaluate the benefits of saving money. |  |  |  |  |  |
| **Ideas:**  goods |  |  |  |  |  |
| services |  |  |  |  |  |
| wants |  |  |  |  |  |
| needs |  |  |  |  |  |
| work |  |  |  |  |  |
| money |  |  |  |  |  |
|  **People/Roles:** worker  |  |  |  |  |  |
| saver |  |  |  |  |  |
| spender |  |  |  |  |  |
| decision maker |  |  |  |  |  |
| **Places/Institutions:** job |  |  |  |  |  |
| **Events:** lunch |  |  |  |  |  |