

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
K-2

Kindergarten U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	✓ Students are able to identify examples of legendary and/or historical American figures. Example: Create a class big book about American figures such as Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington, Squanto, and George Washington Carver.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Note: These skills should be taught and practiced although mastery is not expected at these grade levels.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	✓ Students are able to identify local and national celebrations. Example: Listen to literature about Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, and Presidents' Day.

Kindergarten U.S. History
Performance Descriptors

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

Kindergarten World History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	(Mastery of this indicator does not emerge until second grade.)

**Kindergarten World History
Performance Descriptors**

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**Kindergarten Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>K.G.1.1. Students are able to use map colors to recognize land and water.</p> <p>Example: Color land and water on a simple map.</p>
(Comprehension)	<p>K.G.1.2. Students are able to compare the globe and a map as models of the Earth.</p> <p>Example: Describe differences between a map and a globe.</p>
(Application)	<p>K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.</p> <p>Example: Go on a treasure hunt through the school.</p> <p>✓ Use a map and map symbols to name directions and poles.</p>

**Kindergarten Geography
Performance Descriptors**

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • create a simple map with areas of land and water; • name similarities and differences of maps and globes; • guide others to specific areas of their school.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply map colors to recognize land and water; • compare the globe and a map as models of the Earth; • demonstrate familiarity of their school’s layout through daily tasks.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • identify land and water on a map; • identify a map and a globe; • identify specific areas of their school.

**Kindergarten Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom’s Taxonomy Level	Standard, Supporting Skills, and Examples
	<p>✓ Students are able to identify patriotic symbols and participate in activities.</p> <p>Examples: national flag , Pledge of Allegiance, Mount Rushmore</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom’s Taxonomy Level	Standard, Supporting Skills, and Examples

	<p>✓ Students are able to recognize the important actions required in demonstrating citizenship.</p> <p>Examples: Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions</p> <p>✓ Name the attributes of a good citizen.</p> <p>Example: Listen and respond to literature with underlying themes of trust, respect, responsibility, fairness, caring.</p> <p>Example: Character Counts or similar activities.</p>
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**Kindergarten Civics (Government)
Performance Descriptors**

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**Kindergarten Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>K.E.1.1. Students are able to identify occupations with simple descriptions of work.</p>
(Knowledge)	<p>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</p> <p>Example: Create a booklet using magazine pictures to show wants and needs.</p>
(Comprehension)	<p>K.E.1.3. Students are able to describe the role of money in everyday life.</p> <p>Examples: Role-play using money to purchase goods such as groceries; use money to pay for services such as babysitting.</p> <p>Example: Describe the importance of saving money in</p>

	order to buy something we need or want.
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**Kindergarten Economics
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none"> • identify job requirements for an occupation; • categorize pictures into needs and wants; • describe how money can be used other than purchasing goods.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none"> • identify occupations with simple descriptions of work; • identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries); • describe the role of money in everyday life.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none"> • name at least three occupations; • name a basic need and a want; • tell one use for money.

**First Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.</p> <p>Example: Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories.</p> <p>✓ Identify the accomplishments of historical figures.</p> <p>Examples: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, Crazy Horse, Billy Mills, Charles Curtis, and Abraham Lincoln</p> <p>✓ Identify ways people, places, and things change over time.</p> <p>Examples: transportation, communication, clothing, schools, and communities</p>

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>1.US.2.1. Students are able to connect people and events honored in commemorative holidays.</p> <p>Example: Write letters to veterans on Veterans' Day.</p> <p>Example: Role-play the first Thanksgiving feast.</p> <p>Example: Build a Native American village for Native American Day.</p>

**First Grade U.S. History
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create and explain a personal timeline; • explain why people and events are honored in commemorative holidays.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use timelines from birth to present to relate self and family to changes over time; • connect people and events to commemorative holidays.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize that events on a timeline are recorded in chronological order; • participate in classroom holiday activities.

**First Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples

	<p>✓ Students are able to identify holidays celebrated in other countries.</p> <p>Example: Create a big book of holidays celebrated in other countries, such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</p>
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**First Grade World History
Performance Descriptors**

Note: At the first grade level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**First Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.</p> <p>Example: Create a map of the perfect playground for your school.</p>
(Application)	<p>1.G.1.2. Students are able to use a picture map to locate an address.</p> <p>Example: Find your school on a map.</p> <p>✓ Use the globe to identify the poles, Atlantic and Pacific Oceans, North America, and the United States.</p> <p>✓ Use the map to identify South Dakota and the local community.</p>
(Knowledge)	<p>1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.</p>

**First Grade Geography
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe why a map key is a necessary part of a map; • draw a map of their own neighborhoods.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create a simple map using at least three symbols on the map key; • use a picture map to locate an address; • identify a continent as a large land mass and an ocean as a large body of water.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify symbols on a map key; • identify a map as a tool.

**First Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>1.C.1.1. Students are able to identify American symbols and landmarks.</p> <p>Example: the flag, the bald eagle, the Statue of Liberty, the Lincoln Memorial, the Washington Monument and the White House, Crazy Horse</p> <ul style="list-style-type: none"> ✓ Identify essential documents. Examples: U.S. Constitution and Declaration of Independence ✓ Identify basic political roles of leaders in the larger community. Example: Match the mayor, the governor, and the president to their roles.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>1.C.2.1. Students are able to list rules in different groups for different situations.</p> <p>Examples: family, school, community</p> <ul style="list-style-type: none"> • Explain why rules are important to schools and families. Example: Create a poster showing classroom rules and their consequences.
(Knowledge)	<p>1.C.2.2. Students are able to identify the attributes of good citizenship.</p> <p>Example: Write and illustrate a group story about good citizenship.</p> <ul style="list-style-type: none"> ✓ Differentiate between a paid worker and a volunteer. ✓ Explain rights and responsibilities of voting.

	Example: Kids Voting
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**First Grade Civics (Government)
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none"> • create a set of rules for a group; • invent a new American symbol; • demonstrate the attributes of good citizenship in their classroom interactions.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none"> • list rules in different groups for different situations; • name three American symbols or landmarks; • identify the attributes of good citizenship.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none"> • name three classroom rules; • name an American symbol or landmark; • participate in classroom citizenship activities.

**First Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	1.E.1.1. Students are able to define goods and services. Example: Set up a school store and stuffed animal vet's office. Example: Sort examples of goods and services. ✓ Identify different businesses in the community that provide goods and services for their families.
(Comprehension)	1.E.1.2. Students are able to explain choices families have to make when buying goods and services. Example: Venn diagram on wants and needs ✓ Describe ways people could earn money in order to buy something they want or need.

**First Grade Economics
Performance Descriptors**

Advanced	First grade students performing at the advanced level:
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	<ul style="list-style-type: none"> • describe a service they recently used; • tell why financial choices are necessary in family life.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none"> • define goods and services; • explain choices families have to make when buying goods and services.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none"> • name a good or service; • participate in classroom economic activities.

**Second Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>2.US.1.1. Students are able to place important historical events in the order in which they occurred.</p> <p>Example: Use primary sources to create a storyboard.</p> <p>Example: Use a timeline to order pilgrims, Revolutionary War, and wagon trains.</p>
(Comprehension)	<p>2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</p> <p>Example: Create a chart showing how farming, schools, or communities have changed over time.</p> <ul style="list-style-type: none"> • Compare features of present Native American life to that of the past. <p>Example: Illustrate past dwellings (tipestola, hogan, longhouse, pueblo) and present-day housing.</p>
(Comprehension)	<p>2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.</p> <p>Example: Thomas Jefferson-Declaration of Independence; Rosa Parks-civil rights; Susan B. Anthony-suffrage; Sequoyah - Cherokee alphabet.</p>

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>2.US.2.1. Students are able to compare ways different cultures shared traditions.</p> <p>Example: List present-day customs that originated in other cultures such as piñatas, Christmas trees, and fireworks.</p> <p>Example: Read legends of other cultures.</p> <p>Example: Listen to songs from other cultures.</p> <p>Example: Sample foods from other cultures.</p>

**Second Grade U.S. History
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create a comparison of past and present life; • select and research a historical figure who contributed to modern-day life; • create a historical timeline; • select a custom and explain its origins.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • place at least three important historical events in the order in which they occurred; • distinguish between features of modern-day living and those of the past; • identify how historical figures contributed to modern-day life; • compare ways in which different cultures share traditions.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • participate in activities used to compare modern-day living to the past; • participate in activities exploring shared cultural traditions; • answer yes or no questions about historical figures and events.

**Second Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
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	(Mastery of this indicator does not emerge until third grade.)
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Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>2.W.2.1. Students are able to compare holidays celebrated in different countries.</p> <p>Examples: Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</p> <p>Example: Decide which holiday interests you most and write an invitation to others to celebrate with you (include: who, what, where, when, and why).</p> <p>Example: Make a paper quilt illustrating various holidays.</p>

**Second Grade World History
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> explain why similarities and differences exist in world holidays.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> recognize similarities and differences in world holidays.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> participate in classroom world holiday activities.

**Second Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.</p> <p>Example: Label objects in room; identify the equator, North America, Atlantic and Pacific Oceans, the poles, and</p>

	North American countries (Canada, Mexico, and U.S.) on the globe.
(Knowledge)	<p>2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</p> <p>Example: Use these skills to find South Dakota and Washington D.C. on a map.</p> <p>✓ Identify seven continents and four major oceans.</p>

**Second Grade Geography
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • design an aerial map of a new classroom arrangement; • group landforms and oceans according to their hemisphere; • create an original map of an imaginary country including map key/legend, map title, and directions.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • construct a simple map of the classroom using an aerial view including at least five symbols on the map key/legend; • use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify areas in the classroom on an aerial map; • tell what oceans and continents are and find the equator; • name four cardinal directions and find the map key/legend.

**Second Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>2.C.1.1. Students are able to explain the difference between rules and laws.</p> <p>Example: Create a Venn diagram comparing school rules vs. community laws.</p>
(Analysis)	<p>2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for</p>

	<p>lawbreakers.</p> <p>Example: Design a safety poster illustrating a law being obeyed and a law being broken.</p>
(Comprehension)	<p>2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.</p> <p>Example: Match the mayor, the governor, the legislators, the congressmen, senators, and the president to local/state/national government.</p> <p>✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States.</p> <p>Example: Create a classroom constitution.</p> <p>✓ Discuss the lawmaking process and how leaders work together.</p> <p>Example: Role play these roles: city council/mayor; principal/teachers; senators/representatives.</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.</p> <p>Example: Kids Voting</p> <p>✓ Describe the importance of volunteerism in your community.</p>

**Second Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • categorize rules and laws; • develop consequences for breaking classroom rules; • summarize and compare the political roles of leaders; • demonstrate the meaning of majority rules.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • explain the difference between rules and laws; • identify why laws are needed in a community and that there are legal consequences for lawbreakers; • explain basic political roles of leaders in the larger community;

	<ul style="list-style-type: none"> describe the meaning of majority rule and its related function in a democracy.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> identify one rule or law; name a political leader's role; participate in classroom citizenship activities.

**Second Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.</p> <p>Example: Choose a local business and list natural and human resources needed for its success.</p> <ul style="list-style-type: none"> ✓ Name a new business in the community. ✓ Explain how limited resources require people to make choices about producing and consuming goods and services. <p>Example: Write a story about how drought affects water usage or high gas prices affect travel.</p>
(Comprehension)	<p>2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.</p> <p>Example: Make a plan to save your allowance for something special.</p> <p>Example: Discuss different ways people pay for goods and services (cash, check, credit, debit).</p>

**Second Grade Economics
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none"> categorize human and natural resources; design a budget.
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Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none"> • identify the differences between human resources and natural resources; • explain the importance of making informed decisions about spending, borrowing, and saving.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> • name a resource; • participate in classroom money activities.

**U.S. HISTORY STANDARDS
K-2**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Kindergarten	First Grade	Second Grade
	1.US.1.1. (Application) Use timelines from birth to present to relate self and family to changes over time.	2.US.1.1. (Application) Place important historical events in the order in which they occurred.
		2.US.1.2. (Comprehension) Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.
		2.US.1.3. (Comprehension) Describe ways historical figures contributed to modern-day life.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Kindergarten	First Grade	Second Grade
	1.US.2.1. (Comprehension) Connect people and events honored in commemorative holidays.	2.US.2.1. (Comprehension) Compare ways different cultures shared traditions.

**WORLD HISTORY
K-2**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at these grade levels.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Kindergarten	First Grade	Second Grade
		2.W.2.1. (Comprehension) Compare holidays celebrated in different countries.

**GEOGRAPHY STANDARDS
K-2**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Kindergarten	First Grade	Second Grade
K.G.1.1. (Application) Use map colors to recognize land and water.	1.G.1.1. (Application) Construct a simple map using a map key and at least three symbols.	2.G.1.1. (Application) Construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.
K.G.1.2. (Comprehension) Compare the globe and a map as models of the Earth.	1.G.1.2. (Application) Use a picture map to locate an address.	2.G.1.2. (Knowledge) Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
K.G.1.3. (Application) Demonstrate familiarity with the layout of their own school.	1.G.1.3. (Knowledge) Identify a continent as a large land mass and an ocean as a large body of water.	

**CIVICS (GOVERNMENT) STANDARDS
K-2**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Kindergarten	First Grade	Second Grade
	1.C.1.1. (Knowledge) Identify	2.C.1.1. (Comprehension)

	American symbols and landmarks.	Explain the difference between rules and laws.
		2.C.1.2. (Analysis) Identify why laws are needed in a community and why there are legal consequences for lawbreakers.
		2.C.1.3. (Comprehension) Explain the basic political roles of leaders in the larger community.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Kindergarten	First Grade	Second Grade
	1.C.2.1. (Knowledge) List rules in different groups for different situations.	2.C.2.1. (Application) Describe the meaning of majority rule and its related function in a democracy.
	1.C.2.2. (Knowledge) Identify the attributes of good citizenship.	

**ECONOMICS STANDARDS
K-2**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Kindergarten	First Grade	Second Grade
K.E.1.1. (Knowledge) Identify occupations with simple descriptions of work.	1.E.1.1. (Knowledge) Define goods and services.	2.E.1.1. (Knowledge) Identify the differences between natural resources and human resources and how they are used.
K.E.1.2. (Knowledge) Identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).	1.E.1.2. (Comprehension) Explain choices families have to make when buying goods and services.	2.E.1.2. (Comprehension) Explain the importance of making informed decisions about spending, borrowing, and saving.
K.E.1.3. (Comprehension) Describe the role of money in everyday life.		

