



The following grade-level standards are addressed by the KidScape exhibit and its complementary educational programming.

KINDERGARTEN

- The student recognizes rules and why they exist.
- The student demonstrates good *citizenship* (e.g., sharing, listening, taking turns, and following rules).
- The student understands the use of money to purchase *goods* and *services*.
- The student describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).
- The student identifies ways people can maintain or improve the quality of their environment.
- The student compares and contrasts his/her own life with life in a city and/or a rural *community*.
- The student scans historic photographs to gain information.

FIRST GRADE

- The student discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences.
- The student recognizes that people can make rules and leaders can enforce rules.
- The student understands the concept of exchange and the use of money to purchase *goods* and *services*.
- The student describes the *needs* of a family (e.g., food, shelter).
- The student compares at least two types of shelter used by families today (e.g., apartment, frame house, mobile home, duplex).
- The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.

SECOND GRADE

- The student recognizes that rules provide order and safety and benefit all school and *community* members.
- The student identifies and defines the characteristics of a good *citizen* (e.g., honesty, courage, *patriotism*, tolerance, respect).
- The student knows the difference between *goods* and *services*, and provides examples how each satisfies people's *wants* and *needs*.
- The student identifies examples of *producers* and *consumers*.
- The student understands the concept of exchange and the use of money to purchase *goods* and *services* (e.g., *trade* with *barter* or money).
- The student identifies the past and present settlement or development patterns of his/her *community* or local area.
- The student recognizes the impact of contributions made by leaders past and present.
- The student compares and contrasts to draw conclusions.

THIRD GRADE

- The student explains the purpose of rules and laws and why they are important in a *community*.
- The student explains the necessity of rules in order to provide public safety in a free and orderly society.
- The student understands the importance of communicating ideas to community leaders (e.g., expressing the need for a new city park, expressing concern over a landfill, requesting recycling programs).
- The student defines *government* as people or groups who make, apply, and enforce rules and laws for others within a family, school, or *community*.

- The student identifies people or groups who make, apply, and enforce rules or laws within a family, school, or community (e.g., parent/guardian, police, mayor, governor, president).
- The student knows that there are not enough available resources to satisfy all *wants* for *goods* and *services*.
- The student identifies and gives examples of markets that occur when buyers and sellers exchange *goods* and *services* in the *community*.
- The student lists *goods* and *services* in the *community* that are paid for by taxes (e.g., roads, parks, schools, fire protection).
- The student analyzes how *needs* and *wants* are met through *spending* and saving decisions.
- The student discusses the consequences of human modifications in their *community* on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).
- The student identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel *consumption*, clothing, recreation, jobs, *resource* availability).
- The student compares life in his/her *community* with another community. (e.g., population/location, jobs, customs, history, natural *resources*, *ethnic groups*, local government).



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