

KANSAS SCHOOL FOR THE DEAF
SOCIAL STUDIES CURRICULUM
2005

Adapted from Kansas State
Standards for History & Government;
Economics and Geography
December 2004

Standards and Benchmarks Kindergarten

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state, and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard: 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.

B1 – Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands the significance of important individuals and major developments in history.

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

B4 – The student engages in historical thinking skills.

Kindergarten

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local; state and national governments.

1. The student recognizes rules and why they exist (e.g., home, classroom, playground). (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student recognizes appropriate ways to behave in the classroom. (K)
2. The student identifies the characteristics of a friend and/or helpful classmate. (K)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student knows school authority figures and ways they establish order and provide safety in a school setting. (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student demonstrates good citizenship (e.g., sharing, listening, taking turns, and following rules). (A)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student identifies leaders at home and school (e.g., parents, guardians, teachers, principal). (K)*

Economics Standard – The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

B1 – The student understands how limited resources require choices.

1. The student understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer). (K)
2. The student explains what he/she gives up when a choice is made. (K)

B2 – The student understands how the market economy works in the United States.

1. The student understands the use of money to purchase goods and services. (K)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student discusses the benefits of saving money. (K)

B4 – The student analyzes the role of the government in the economy.

This benchmark will be taught at a later grade level.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student gives examples of types of jobs that he/she does within the family. (A)

Geography Standard: 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.

B1 – Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there). (A)
2. The student locates major geography features (e.g., Equator, North Pole, South Pole, his/her hometown, Kansas). (K)

Standards and Benchmarks First Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands the significance of important individuals and major developments in history.

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

B4 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

▲: Assessed item

First Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local; state and national governments.

1. The student discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences. (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student identifies shared ideals within American society (e.g., truth, fairness, justice, loyalty, freedom). (K)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student demonstrates leadership qualities by taking on responsibilities in the classroom and home (e.g., line leader, passing out papers, keeping room clean). (A)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student identifies privileges as benefits which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time). (K)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student recognizes that people can make rules and leaders can enforce rules. (K)

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.

B1 – The student understands how limited resources require choices.

1. The student 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 pair of shoes). (K)

B2 – The student understands how the market economy works in the United States.

1. The student understands the concept of exchange and the use of money to purchase goods and services. (K)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student discusses why people save money in a bank. (K)

B4 – The student analyzes the role of the government in the economy. (Not taught at this level.)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student understands that people have jobs to earn a wage. (K)

Geography Standard – 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.

B1 – Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student describes the purposes of maps and globes (e.g., model of earth, representation of earth’s features). (K)
2. The student finds Kansas on a wall map. (A)
3. The student makes a map to represent some location important to them. (A)
4. The student locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean). (K)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student maps physical and human features of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks). (A)

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

1. The student observes and identifies local weather conditions and patterns. (K)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Not taught at this level)

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student identifies ways in which people depend on the physical environment to meet needs and wants (e.g., water, food, fuel). (K)
2. The student describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation). (K)
3. The student lists ways people can maintain or help the quality of their environment. (A)

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.

B1 – The student understands the significance of important individuals and major developments in history.

1. The student tells the story of an important person in his/her life. (A)
2. The student identifies the office of the president as the leader of the United States and identifies the first president and the current president. (K)

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

1. The student describes the needs of a family (e.g., food, shelter). (K)
2. The student describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock). (K)
3. The student compares at least two types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house). (A)
4. The student compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house). (A)
5. The student identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses). (K)
6. The student uses a timeline to share the history of a family (e.g., his/her own family, a family from literature). (A)

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

1. The student recognizes the United States flag, Pledge of Allegiance, and bald eagle as important national symbols. (K)
2. The student 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.). (K)
3. The student 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). (K)

B4 – The student engages in historical thinking skills.

1. The student puts events in chronological order. (K)
2. The student uses information to provide details to support a main idea in history. (A)
3. The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people. (A)

Standards and Benchmarks Second Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands the significance of important individuals and major developments in history.

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

B4 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

▲: Assessed item

Second Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state, and national governments.

1. The student recognizes that rules provide order and safety and benefit all school and community members. (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student identifies and defines the characteristics of a good citizen (e.g., honesty, courage, patriotism, tolerance, respect). (K)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student recognizes that the United States Constitution is a written plan for the rules of government (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school). (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student discusses how rights and privileges change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom). (A)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student demonstrates leadership in the classroom. (A)

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.

B1 – The student understands how limited resources require choices.

1. The student knows the difference between goods and services, and provides examples how each satisfies people's wants and needs. (A)
2. The student identifies examples of producers and consumers. (K)
3. The student identifies the opportunity cost of a choice (e.g., next best alternative not chosen). (A)

B2 – The student understands how the market economy works in the United States.

1. The student understands the concept of exchange and the use of money to purchase goods and services (e.g., trade with barter or money). (K)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student explains the advantage of choosing to save or spend money that is earned or received. (K)
2. The student defines a budget as a plan for spending and saving income. (K)

B4 – The student analyzes the role of the government in the economy. (Not taught at this level)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student understands that people earn an income and sometimes benefits for the work they do and gives examples of different types of work within a community both today and in the past. (K)
2. The student knows that a decision-making process can help people make spending and saving decisions. (K)

Geography Standard – 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.

B1 – Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student makes and uses maps to represent and locate familiar places within cities and Kansas (e.g., title, symbols, legend, compass rose, cardinal directions, grid system). (A)
2. The student identifies and correctly uses terms: North, South, East, West. (K)
3. The student locates major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC). (K)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies physical and human changes that have taken place over time in the local region (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses). (K)

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

1. The student describes how weather affects environment (e.g., deciding when crops are planted and harvested, lack of rain causes drought, early freeze kills plants). (K)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student identifies the past and present settlement or development patterns of his/her community or local area.)(K)

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student describes how physical systems influence people and their activities. (K)

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.

B1 – The student understands the significance of important individuals and major developments in history.

1. The student compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).)(A)
2. The student compares and contrasts the ways people communicate with each other past and present. (A)
3. The student identifies important innovations made in the past that influence today (e.g., Wright Brothers – airplane; Henry Ford – automobile; Ancient China – irrigation, paper; Inca – highways to connect cities). (A)
4. The student recognizes the impact of contributions made by leaders past and present. (K)

B2 – The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

1. The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas. (A)
2. The student defines immigration and gives past and present examples from Kansas. (A)
3. The student defines history as the story of the past. (K)

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

1. The student recognizes the importance of the Declaration of Independence and the Star Spangled Banner. (K)
2. The student locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill). (A)

B4 – The student engages in historical thinking skills.

1. The student creates and uses timelines. (A)
2. The student locates information using both primary and secondary sources. (A)
3. The student uses information to understand cause and effect. (A)
4. The student compares and contrasts to draw conclusions. (A)
5. The student uses research skills (e.g., discusses ideas; formulates broad and specific questions; finds and selects information with help; records, organizes and shares information. (A)

Standards and Benchmarks Third Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands the significance of important individuals and major developments in history.

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

B4 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

▲: Assessed item

Third Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1. The student explains the purpose of rules and laws and why they are important in a community. (K)
2. The student explains the necessity of rules in order to provide public safety in a free and orderly society. (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student understands that civic values are influenced by people's beliefs and needs (e.g., need for safety, health, and well-being). (K)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government. (Not taught at this level.)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student recognizes that citizenship has rights, privileges, and civic responsibilities (e.g., community service, voting, treating others with respect). (K)
2. 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). (K)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student defines government as people or groups who make, apply, and enforce rules and laws for others within a family, school, or community. (K)
2. 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). (K)

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.

B1 – The student understands how limited resources require choices.

1. The student knows that there are not enough available resources to satisfy all wants for goods and services. (K)

B2 – The student understands how the market economy works in the United States.

1. The student identifies and gives examples of markets that occur when buyers and sellers exchange goods and services in the community. (A)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student knows that when borrowing money the consumer is receiving credit that must be repaid. (K)

B4 – The student analyzes the role of the government in the economy.

1. The student lists goods and services in the community that are paid for by taxes (e.g., roads, parks, schools, fire protection). (A)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student analyzes how needs and wants are met through spending and saving decisions. (A)
2. The student identifies consequences of borrowing and lending. (K)
3. The student gives an example of income and how the money was spent or saved. (A)

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student applies geographic tools, including grid systems, symbols, legends, scales and a compass rose to construct and interpret maps. (A)
2. The student uses a data source as a tool (e.g., graphs, charts, tables). (A)
3. The student identifies and gives examples of the difference between political and physical features on a map. (A)
4. The student locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica). (K)
5. The student compares characteristics of urban, suburban, and rural areas. (A)
6. The student discusses reasons for the particular locations in a community are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural). (A)
7. The student locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring cities, his/her county seat). (K)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies the physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, seasons). (A)

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

1. The student compares various ecosystems in the community (e.g., locations and characteristics of plant and animal life). (A)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student examines how people in their community interact with people in other communities in Kansas. (A)

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. 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). (A)
2. 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). (K)

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.

B1 – The student understands the significance of important individuals and major developments in history.

1. The student researches the contributions of historical and current day individuals significant in his/her community. (A)

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

1. The student compares life in his/her community with another community (e.g., population/location, jobs, customs, history, natural resources, ethnic groups, local government). (A)
2. The student retells the history of the community using local documents or artifacts. (A)

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

1. The student explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Christmas, Cinco de Mayo, Hanukkah, Kwanzaa, Lunar New Year, Ramadan, St. Lucia, St. Patrick's Day). (K)
2. The student locates and explains the importance of landmarks and historical sites within the local community or his/her region of Kansas. (K)
3. The student describes various cultures by studying dance, music, folklore, and arts of ethnic groups within his/her community or region of Kansas. (A)

B4 – The student engages in historical thinking skills.

1. The student creates and uses timelines to illustrate a community's history. (A)
2. The student locates information about communities from a variety of sources. (A)
3. The student uses information to frame important historical questions. (A)
4. The student observes and draws conclusions in his/her own words. (A)
5. The student identifies and compares information from primary and secondary sources. (A)
6. The student uses research skills (e.g., selects relevant information, organizes and shares information in his/her own words, discusses knowledge and comprehension level, with help knows there are different formats of information, and records information). (A)

Standards and Benchmarks Fourth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands the significance of important individuals and major developments in history.

B2 – The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

B4 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

▲: Assessed item

Fourth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local; state and national governments.

1. The student evaluates rules and laws using two basic criteria: the law or rule serves the common good, the law or rule must be possible to follow. (A)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student defines shared ideals across regions in the United States (e.g., the right to vote, freedom of religion and speech, concern for general welfare, consent of the governed). (A)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student recognizes the United States Constitution as the document that defines the rights and responsibilities of citizens in the United States. (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student determines how people can participate in government and why it is important (e.g., jury duty, voting, running for office, community service). (K)
2. The student recognizes how individuals have a civic responsibility for meeting the needs of communities (e.g., responding to disasters with donations and volunteering, recycling). (K)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student describes the function of state governments (e.g., establish law for the state, provide public service, provide public safety). (K)
2. The student defines capital as the location of state and national government. (K)
3. The student defines capitol as the building in which government is located. (K)

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.

B1 – The student understands how limited resources require choices.

1. The student knows that every spending and saving decision has an opportunity cost. (K)

2. The student identifies examples of how natural, capital, and human resources are used in production of goods and services (e.g., land resources [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]). (A)
3. The student traces the production, distribution, and consumption of a particular good in the state or region. (A)
4. The student gives an example of economic specialization that leads to trade between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper). (A)

B2 – The student understands how the market economy works in the United States.

1. The student defines the characteristics of an entrepreneur and gives an example of someone who shows those characteristics (e.g., risk taker, innovator, gets together all resources needed to produce a product). (K)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student defines market economy as an economic system in which buyers and sellers make major decisions about production and distribution, based on supply and demand. (K)

B4 – The student analyzes the role of government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student discusses ways workers can improve their ability to earn income by gaining new knowledge, skills, and experience. (A)
2. The student analyzes the costs and benefits of making a choice. (A)

Geography Standard: 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student applies geographic tools, including grid systems, symbols, legends, scales, and a compass rose to construct and interpret maps. (A)
2. The student uses a data source as a tool (e.g., graphs, charts, tables). (A)
3. The student identifies and gives examples of the difference between political and physical features within a region. (A)
4. The student identifies major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, peninsulas, rivers, oceans). (K)
5. The student locates major physical and political features of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, California, Mt. McKinley, Puerto Rico, Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, San Francisco, Dallas, Phoenix, Seattle,

Everglades, Yellowstone National Park, Niagara Falls, Mississippi River). (K)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies and compares the physical characteristics of eastern to western Kansas and regions of the United States (e.g., rainfall, location, land and water features, climate, vegetation, natural resources). (A)
2. The student identifies the human characteristics of Kansas and regions of the United States (e.g., people, religions, languages, customs, economic activities, housing, food). (K)

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

1. The student identifies and describes the physical components of Earth's atmosphere, land, water, biomes (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats). (K)
2. The student explains features and patterns of Earth's surface in terms of physical processes (e.g., weathering, erosion, water cycle, soil formation, mountain building). (A)
3. The student explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between flora and fauna and the environment). (A)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to

shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student describes the types and characteristics of political units (e.g., city, county, state, country). (K)
2. The student identifies conditions that determine the location of human activities (e.g., resources, population, transportation, and technology). (K)

B5 – Human-Environment Interactions: The student understands the effects of interaction between human and physical systems.

1. The student examines natural resource challenges and ways people have developed solutions as they use renewable and nonrenewable resources (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels). (A)

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.

B1 – The student understands the significance of important individuals and major developments in history.

1. The student researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Robert Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Basin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp). (A)
2. The student uses traditional stories from regions of the United States to help define the region. (K)

3. The student describes the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. Long). (K)
4. The student describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet). (K)
5. The student compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration). (A)
6. The student describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains, and rivers to cross, weather, need for medical care, size of wagon). (K)

B2 – The student understands the importance of experiences of groups of people who have contributed to the richness of heritage.

1. The student compares the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian). (A)
2. The student explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations). (K)

B3 – The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

1. The student explains the origin of the name “Kansas”. (K)
2. The student describes the history of the Kansas state song, “Home on the Range”. (K)

B4 – The student engages in historical thinking skills.

1. The student creates and uses historical timelines (e.g., time periods, eras, decades, centuries). (A)
2. The student develops a thesis statement around a historical question. (A)
3. The student understands the difference between inferred information and observed information. (K)
4. The student identifies and compares information from primary and secondary sources (e.g., photographs, diaries/journals, newspapers, historical maps). (A)
5. The student uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form). (A)

Standards and Benchmarks Fifth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1800).

B4 – The student engages in historical thinking skills.

(K): Knowledge
(A): Application
▲: Assessed item

Fifth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1. The student understands laws must be followed by those in authority as well as those who are governed (limited government). (K)
2. The student defines the rule of law as a legal principle that is easily understood, and can be applied to all, including those who are rule makers. (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student describes the principles contained in the Declaration of Independence and the Constitution of the United States including the Bill of Rights (e.g., right to question the government, having a voice in government through representation). (K)
2. The student compares how the Magna Carta, Mayflower Compact, Articles of Confederation and other similar documents influenced the development of American constitutional government. (K)

3. The student explains the basic ideals of the American republican system (e.g., liberty, justice, equality of opportunity, human dignity). (A)
4. The student identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams). (K) ▲

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student defines federalism as a system of government in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power. (K)
2. The student defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve). (K)
3. The student describes how the United States Constitution supports the principle of majority rule, but also protects the rights of the minority. (K)
4. The student explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws). (A) ▲
5. The student identifies the key ideas of the Preamble. (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student understands that rights are personal, political and economic (e.g., personal: privacy, speech, religion;

political: holding public office, voting; economic: employment, owning property, copyrights and patents). (K)

2. The student understands that privileges require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be a United States citizen, residency). (K)
3. The student recognizes that rights require responsibilities of citizenship (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service). (K)
4. The student examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting). (K)

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

1. The student explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land). (K)
2. The student determines how unlimited wants and limited resources lead to choices that involve opportunity costs. (A)
3. The student describes how specialization results in increased productivity (e.g., when each person in a city specializes in producing one product and then sells or trades with each

other, there is more produced than if everyone tried to make everything they need for themselves). (K)

4. The student gives examples of economic interdependence at either the local, state, regional, or national level (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides). (A)

B2 – The student understands how the market economy works in the United States.

1. The student defines supply as the quantity of resources, goods, or services that sellers offer at various prices at a particular time and demand as the number of consumers willing and able to purchase a good or service at a given price. (A)
2. The student identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather). (K) ▲
3. The student describes how changes in supply and demand affect prices of specific products. (K)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student understands that banks are institutions where people (individuals, families, and businesses) save money and earn interest and where people borrow money and pay interest. (K)
2. The student gives examples of how positive and negative incentives affect people's behavior (e.g., laws: Stamp Act, Sugar Act; profit; product price; indentured servant). (A)

3. The student recognizes barriers to trade among people across nations (e.g., quotas, tariffs, boycotts, geography). (K)

B4 – The student analyzes the role of the government in the economy.

1. The student describes revenue sources for different levels of government (e.g., personal income taxes, property taxes, sales tax, interest, bonds). (K)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student determines the costs and benefits of a spending, saving, or borrowing decision. (A) ▲
2. The student recognizes that supply of and demand for workers in various careers affect income. (K)

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student explains and uses map titles, symbols, cardinal directions and intermediate directions, legends, latitude and longitude. (A)

2. The student locates major physical and political features of Earth from memory (e.g., Boston ▲, Philadelphia ▲, England ▲, France ▲, Italy ▲, Spain ▲, North America ▲, Atlantic Ocean ▲, Pacific Ocean ▲, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River). ▲

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., location, climate, and resources). (K)
2. The student identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, religion, customs, government, agriculture, industry, and architecture). (K)

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

1. The student identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, water power, forests, solar and wind power). (K)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student explains reasons for variation in population distribution (e.g., environment, migration, government policies). (A)
2. The student identifies the push-pull factors (causes) of human migration (e.g., push: war, famine, lack of economic opportunity; pull: religious freedom, economic opportunity, joining family or friends). (A)
3. The student describes the effects of human migration on place and population (e.g., population shifts, conflict, acculturation; diffusion of ideas, diseases, crops and culture). (K)
4. The student describes factors that influence and change the location and distribution of economic activities (e.g., resources, technology, transportation and government). (K)
5. The student understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation). (A)

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler; past vs. present). (A)
2. The student identifies the relationship between the acquisition and the use of natural resources and advances in technology using historical and contemporary examples (e.g., compass for navigation, water power, steel plow). (K)

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

1. The student explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast, and Pueblo cultures in the period from 1700-1820). (K) ▲
2. The student shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820). (A)
3. The student compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography). (A) ▲
4. The student examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease). (A)

B2 – The student uses a working knowledge of individuals, groups, ideas, developments, and turning points in the colonization era of the United States (1607-1763).

1. The student explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec). (K)
2. The student maps the patterns of colonial settlement (e.g., British, French, Spain, and indigenous populations). (A)
3. The student describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade). (K) ▲

4. The student compares and contrasts the impact of European settlement from an American Indian and European point of view. (A)
5. The student analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life). (A)
6. The student explains the causes and effects of the French and Indian War on the American Revolutionary period. (K)
7. The student explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts). (K)

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1800).

1. The student describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation). (K) ▲
2. The student explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty). (K)
3. The student examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown). (A)
4. The student discusses the international support for the American Revolution (e.g., French, Lafayette). (K)
5. The student discusses the strengths and weaknesses of the Articles of Confederation. (K)
6. The student describes how the Constitutional Convention led to the creation of the United States Constitution (e.g., Great Compromise, Three-Fifths Compromise). (K) ▲

7. The student recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits). (K)
8. The student explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787). (K)

B4 – The student engages in historical thinking skills.

1. The student uses historical timelines to trace the cause and effect relationships between events in different places during the same time period (e.g., Colonial America and England). (A) ▲
2. The student examines multiple primary sources to understand point of view of an historical figure. (A)
3. The student locates information using a variety of sources to support a thesis statement. (A)
4. The student uses information including primary sources to debate a problem or an historical issue. (A)
5. The student observes and draws conclusions. (A)
6. The student uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates evaluates, organizes, records and share relevant information in both oral and written form). (A)

Fifth Grade Assessed Items

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.

B2 – The student understands the shared ideals and diversity of American society and political culture.

4. The student identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams). (K) ▲

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

4. The student explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws). (A) ▲

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.

B2 – The student understands how the market economy works in the United States.

2. The student identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather). (K) ▲

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student determines the costs and benefits of a spending, saving, or borrowing decision. (A) ▲

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

2. The student locates major physical and political features of Earth from memory (e.g., Boston ▲, Philadelphia ▲, England ▲, France ▲, Italy ▲, Spain ▲, North America ▲, Atlantic Ocean ▲, Pacific Ocean ▲, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River). ▲

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

1. The student explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast, and Pueblo cultures in the period from 1700-1820). (K) ▲
3. The student compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography). (A) ▲

B2 – The student uses a working knowledge of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

3. The student describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade). (K) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1800).

1. The student describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation). (K) ▲
6. The student describes how the Constitutional Convention led to the creation of the United States Constitution (e.g., Great Compromise, Three-Fifths Compromise). (K) ▲

B4 – The student engages in historical thinking skills.

1. The student uses historical timelines to trace the cause and effect relationships between events in different places during the same time period (e.g., Colonial America and England). (A) ▲

Standards and Benchmarks Sixth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from 500BC to 700AD.

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from 700 to 1400.

B4 – The student engages in historical thinking skills.

(K): Knowledge
(A): Application
▲: Assessed item

Sixth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1. The student recognizes that every civilization has a form of law or order. (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student compares and contrasts the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States. (A) ▲

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student identifies the basic features of systems of government (e.g., republic, democracy, dictatorship, oligarchy, theocracy). (K) ▲
2. The student describes the ways political systems meet or fail to meet the needs and wants of their citizens (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy). (K)
3. The student defines the characteristics of nations (e.g., territory, population, government, sovereignty). (K)

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.

B1 – The student understands how limited resources require choices.

1. The student explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land). (K) ▲
2. The student gives examples of international economic interdependence (e.g., Europe depended on Far East for spices & tea; Far East received silver and gem stones in exchange). (A)

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student recognizes the economic conditions under which trade takes place among nations (e.g., students recognize that trade takes place when nations have wants or needs they cannot fulfill on their own). (K)
2. The student identifies barriers to trade among nations (e.g., treaties, war, transportation, geography). (K) ▲

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student determines the costs and benefits of a spending, saving, or borrowing decision. (A)
2. The student explains that budgeting requires trade-offs in managing income and spending. (K)
3. The student identifies the opportunity cost that resulted from a spending decision. (K)
4. The student analyzes how supply of and demand for workers in various careers affect income. (A)

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude. (A) ▲
2. The student locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains). (K)
3. The student identifies major patterns of world populations, physical features, ecosystems, and cultures using historic and contemporary geographic tools (e.g., maps, illustrations, photographs, documents, data). (A)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies types of regions (e.g., climate, economic, cultural). (A)
2. The student describes how places and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari). (K)
3. The student identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia ▲, Egypt ▲, India ▲, China ▲, Greece ▲, Rome ▲, Middle/South America ▲, Western Europe, West Africa, Japan). (K) ▲
4. The student compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education). (A)

5. The student traces the movement (diffusion) from one region or center of civilization to other regions of the world (e.g., people, goods, and ideas). (A)

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

1. The student explains the distribution patterns of ecosystems within hemispheres to define climatic regions. (K)
2. The student identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests). (K)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates). (A)
2. The student describes the forces and process of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources ▲, water use in ancient Mesopotamia ▲, building projects in ancient Egypt ▲, and Middle/South America ▲, the Greek city-states ▲, empire building, movements for independence or rights). (K) ▲

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia). (A)
2. The student describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius). (K)
3. The student explains the relationship between the availability and the use of natural resources and advances in technology using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer). (K)
4. The student explains the relationship between resources and the exploration, colonization and settlement patterns of different world regions (e.g., mercantilism, imperialism, and colonialism). (A)

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

1. The student explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals). (K)

2. The student compares the origin and accomplishments of early river valley civilizations (e.g., Tigris & Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty). (A) ▲
3. The student explains central beliefs of early religions (e.g., polytheism, monotheism, animism). (K)

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from 500BC to 700AD.

1. The student compares and contrasts characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city's needs come first). (K) ▲
2. The student describes the significant contributions of ancient Greece to western culture (e.g., philosophy: Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture). (K)
3. The student explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire). (K)
4. The student describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion). (K) ▲
5. The student analyzes the reasons for the decline and fall of the Roman Empire. (A)
6. The student examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam. (A) ▲
7. The student traces the development and spread of Christianity. (A)

8. The student describes key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism). (K)
9. The student describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road). (K) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from 700 to 1400.

1. The student describes the governmental/political, social, economic institutions and innovations of the Maya, Aztec, and Inca civilizations. (K)
2. The student describes the governmental/political, social, economic institutions and innovations of the Byzantine Empire. (K)
3. The student describes the political and economic institutions of medieval Europe (e.g., manorialism, feudalism, Magna Carta, Christendom, rise of cities and trade). (K)
4. The student describes Japanese feudalism and compares to European feudalism. (K)
5. The student explains geographic, economic, political reasons for Islam's spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons). (A)
6. The student discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature). (A)
7. The student explains the impact of Mongol Empires (e.g., trade routes, Silk Road, horse, Ghengis Khan). (K)

B4 – The student engages in historical thinking skills.

1. The student examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (A) ▲
2. The student examines a variety of primary sources in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents). (A)
3. The student uses at least three primary sources to interpret a person or event from World history to develop an historical narrative. (A)
4. The student compares contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events. (A)

Assessed Items – Sixth Grade

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.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student compares and contrasts the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States. (A) ▲

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student identifies the basic features of systems of government (e.g., republic, democracy, dictatorship, oligarchy, theocracy). (K) ▲

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.

B1 – The student understands how limited resources require choices.

1. The student explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land). (K) ▲

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

2. The student identifies barriers to trade among nations (e.g., treaties, war, transportation, geography). (K) ▲

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude. (A) ▲

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

3. The student identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia ▲, Egypt ▲, India ▲, China ▲, Greece ▲, Rome ▲, Middle/South America ▲, Western Europe, West Africa, Japan). (K) ▲

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

2. The student describes the forces and process of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources ▲, water use in ancient Mesopotamia ▲, building projects in ancient Egypt ▲, and Middle/South America ▲, the Greek city-states ▲, empire building, movements for independence or rights). (K) ▲

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.

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

2. The student compares the origin and accomplishments of early river valley civilizations (e.g., Tigris & Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty). (A) ▲

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from 500BC to 700AD.

1. The student compares and contrasts characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city's needs come first). (K) ▲
4. The student describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion). (K) ▲
6. The student examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam. (A) ▲
9. The student describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road). (K) ▲

B4 – The student engages in historical thinking skills.

1. The student examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (A) ▲

Standards and Benchmarks Seventh Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).

B2 – The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865).

B3 – The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s-1870s).

B4 – The student understands individuals, groups, ideas, events, and developments during the period of reform in Kansas (1880s-1920s).

B5 – The student understands individuals, groups, ideas, events, and developments in Kansas during the Great Depression and World War II (1930s-1940s).

B6 – The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

B7 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

*: Indicator foundation of later noted indicator.

▲: Assessed item

Seventh Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1. The student understands the difference between criminal and civil law as it applies to individual citizens (e.g., criminal: felony, misdemeanor, crimes against people, crimes against property, white-collar crimes, victimless crimes; civil: contracts, property settlements, child custody). (K)
2. The student compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, diversion). (A) ▲
3. The student evaluates the importance of the rule of law in protecting individual rights and promoting the common good. (A)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student defines the rights guaranteed, granted, and protected by the Kansas constitution and its amendments. (K) ▲

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student explains the three branches of Kansas government. (K)
2. The student explains how authority and responsibility are balanced and divided between national and state governments in a federal system (e.g., federal: postage regulation, coinage of money, federal highways, national defense; state: state highways, state parks, education). (K)
3. The student explains why separation of powers and a system of checks and balances are important to limit government. (K)
4. The student describes how citizens, legislators, and interest groups are involved in a bill becoming a law at the state level. (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student designs, researches and completes a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project). (A)
2. The student knows various procedures for contacting appropriate representatives for the purpose of expressing ideas or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, personal interview). (K)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student recognizes that cities are formed through a process of incorporation, establishing boundaries, creating a government, levying taxes. (K)
2. The student identifies the types of local government (e.g., cities, townships, counties). (K)
3. The student identifies the goods and services provided by local government in the community (e.g., education, health agency, fire department, police, care for local community property, parks and recreation). (K) ▲
4. The student researches the roles of people who make up local government (e.g., police, mayor/city manager, county commissioner, city council members, school board members). (A)
5. The student understands the role of school boards. (K)

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.

B1 – The student understands how limited resources require choices.

1. The student identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels). (K)
2. The student explains that how people choose to use resources has both present and future consequences. (K)

B2 – The student understands how the market economy works in the United States.

1. The student analyzes the impact of inflation or deflation on the value of money and people’s purchasing power (e.g., cattle towns, mining towns, time of “boom”, time of depression). (A)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student describes examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos). (A) ▲
2. The student explains the costs and benefits of trade between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of goods and services). (K)
3. The student gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos). (A)
4. The student gives examples of how tariffs, quotas, and other trade barriers affect consumers and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat). (A)

B4 – The student analyzes the role of the government in the economy.

1. The student identifies goods and services provided by local, state, and national governments (e.g., transportation, education, defense). (K)

2. The student examines relationship between local and state revenues and expenditures (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force). (A)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services. (A) ▲
2. The student explains how an individual's income will differ in the labor market depending on supply of and demand for his/her human capital (e.g., skills, abilities, and/or education level). (K)

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student locates major political and physical features of Earth from memory and describes the relative location of those features (e.g., see Appendix 2 for list of items). (K)
2. The student develops and uses different kinds of maps, globes, graphs, charts, databases, and models). (A)

3. The student uses mental maps of Kansas to answer questions about the location of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56). (A)
4. The student selects and explains reasons for using different geographic tools, graphic representation, and/or technologies to analyze selected geographic problems (e.g., map projections, aerial photographs, satellite images, geographic information systems). (A)
5. The student uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present spatial distributions and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes). (A)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies and compares the physical characteristics of world regions (e.g., locations, landscape, climate, vegetation, resources). (A)
2. The student identifies and compares the human characteristics of world regions (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education). (A)
3. The student identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through trade, diffusion of ideas, human migration, international conflicts and cooperation). (K)
4. The student identifies the various physical and human criteria that can be used to define a region (e.g. physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government). (K) ▲

5. The student identifies ways technology or culture has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development). (K)
6. The student explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great "American" Desert). (A)

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

1. The student explains how earth-sun relationships affect earth’s physical processes and create physical patterns (e.g., latitude regions, climate regions, distribution of solar energy, ocean currents). (K)
2. The student explains patterns in the physical environment in terms of physical processes (e.g., tectonic plates, glaciations, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation). (K)
3. The student describes the characteristics of ecosystems in terms of their biodiversity (e.g., biodiversity: food chains, plant and animal communities; ecosystems: grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, and marine environments). (K)
4. The student explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters). (K)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student describes and analyzes population characteristics through the use of demographic concepts (e.g., population pyramids, birth/death rates, population growth rates, migration patterns). (A)
2. The student explains how the spread of cultural elements results in distinctive cultural landscapes (e.g., religion, language, customs, ethnic neighborhoods, foods). (K)
3. The student identifies the geographic factors that influence world trade and interdependence (e.g., location advantage, resource, distribution, labor cost, technology, trade networks and organizations). (K) ▲

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow). (K) ▲
2. The student describes the consequences of having or not having particular resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts). (K)

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.

B1 – The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).

1. The student compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs). (A)
2. The student describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas. (A)
3. The student explains how Stephan H. Long's classification of Kansas as the "Great American Desert" influenced later United States government policy on American Indian relocation. (K)
4. The student analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas (e.g., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict). (A) ▲
5. The student describes the role of early Kansas forts in carrying out the United States government's policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Fort Riley). (K)

B2 – The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865).

1. The student describes the concept of popular sovereignty under the Kansas-Nebraska Act and its impact on developing a state constitution. (A)
2. The student describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists). (K) ▲
3. The student analyzes the importance of "Bleeding Kansas" to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and

Rifle Colony, poems of John Greenleaf Whittier, John Brown). (A)

4. The student describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder). (K)
5. The student analyzes the Wyandotte Constitution with respect to the civil rights of women and African Americans. (A)
6. The student describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments). (K)

B3 – The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s-1870s).

1. The student describes the reasons for tension between the American Indians and the United States government over land in Kansas (e.g., encroachment on Indian lands, depletion of the buffalo and other natural resources, the Sand Creek massacre, broken promises). (K) ▲
2. The student describes the United States government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, resources). (K)
3. The student determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns). (A)
4. The student traces the migration patterns of at least one European ethnic group to Kansas (e.g., English, French, Germans, German-Russians, Swedes). (A)
5. The student describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow

laws in the South, promotions of Benjamin "Pap" Singleton). (K) ▲

6. The student explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands). (K)
7. The student uses primary source documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, depression, grasshoppers, lack of some natural resources, isolation). (A)

B4 – The student understands individuals, groups, ideas, events, and developments during the period of reform in Kansas (1880s-1920s).

1. The student describes the movement for women's suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections). (A)
2. The student describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers). (K) ▲
3. The student explains the accomplishments of the Progressive movement in Kansas (e.g., election and government reforms, labor reforms, public health campaigns, regulation of some businesses). (K)
4. The student analyzes the impact of Kansas reformers on the nation (e.g., Populists: Mary E. Lease, Annie Diggs, William Peffer, "Sockless" Jerry Simpson; Progressives: Carry A. Nation, Samuel Crumbine, William Allen White; Socialists: J.A. Wayland, Kate Richards O'Hare, Emanuel and Marcet Haldeman-Julius). (K)
5. The student describes the significance of farm mechanization in Kansas (e.g., increased farm size and production, specialized crops, population redistribution). (K)

6. The student explains the significance of the work of entrepreneurial Kansans in the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Olive Beech, Lloyd Stearmen). (A)
7. The student describes the contributions made by Mexican immigrants to agriculture and the railroad industry. (A)

B5 – The student understands individuals, groups, ideas, events, and developments in Kansas during the Great Depression and World War II (1930s-1940s).

1. The student compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch). (A) ▲
2. The student uses local resources to describe conditions in his/her community during the Great Depression. (A)
3. The student researches the contributions of Kansans during the 1930s & 1940s (e.g., Amelia Earhart, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen). (A)
4. The student summarizes the effects of New Deal programs on Kansas life. (K)
5. The student explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices). (K)

B6 – The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

1. The student analyzes the concept of "separate but equal is inherently unequal" in regards to the Supreme Court case **Brown vs. Topeka Board of Education** and how it continues to impact the nation. (K)

2. The student describes major flood control projects in the 1950s. (K)
3. The student describes the role of Kansas culture in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks. (A)
4. The student analyzes the effect of rural depopulation and increased urbanization and suburbanization on Kansas. (A)
5. The student explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, community, organizations, jobs, the fall of Southeast Asian governments). (K)
6. The student identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global economy, water issues, school funding). (K)

B7 – The student engages in historical thinking skills.

1. The student analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history. (A)
2. The student examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents). (A) ▲
3. The student uses at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative. (A)
4. The student compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events. (A)

Standards and Benchmarks Eighth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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.

B1 – The student understands individuals, groups, ideas, events, and developments, and turning points in the early years of the United States.

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

B4 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

*: Indicator foundation of later noted indicator.

▲: Assessed item

Eighth Grade

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student explains the recurring problems and solutions involving minority rights (e.g., Title IX, job discrimination, affirmative action). (K)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student understands that the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people (e.g., separation of power, limited government, state's rights, the concept of "by and for the people"). (K)
2. The student researches historical examples of how legislative, executive, and judicial powers have been challenged at the national level (e.g., secession, appointment of officials, Marbury v Madison). (A)

3. The student explains how the United States Constitution can be changed through amendments. (K) ▲
4. The student analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government. (A) ▲

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student compares the popular vote with the Electoral College as a means to elect government officials. (K)
2. The student researches and analyzes a current issue involving rights from an historical perspective (e.g., civil rights, Native Americans, organized labor). (A)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student examines government responses to international affairs from an historical perspective (e.g., immigration, Spanish-American War). (A)

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.

B1 – The student understands how limited resources require choices.

1. The student analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (e.g., price goes up and production goes down, consumption goes down and distribution is limited). (A) ▲

B2 – The student understands how the market economy works in the United States.

1. The student explains how relative price, people’s economic decisions, and innovations influence the market system (e.g., cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; steamboat led to increased distribution of goods, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef). (K) ▲
2. The student describes the four basic types of earned income (e.g., wages and salaries, rent, interests, and profit). (K)
3. The student explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, outsourcing). (K)
4. The student describes the positive and negative incentives to which employees respond (e.g., wage levels, benefits, work hours, working conditions). (K) ▲

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student describes examples of specialized economic institutions found in market economies (e.g., corporations,

partnerships, proprietorships, labor unions, banks, and non-profit organizations). (K)

B4 – The student analyzes the role of the government in the economy.

1. The student gives examples of how monopolies affect consumers, the prices of goods, laborers, and their wages (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; anti-trust laws). (K)

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student explains how saving accumulation is influenced by the amount saved, the rate of return and time. (K)
2. The student determines the opportunity cost of decisions related to a personal finance plan or budget. (A)

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student locates major political and physical features of Earth from memory and describes the relative location of those features (e.g., Atlanta, New Orleans, Salt Lake City, San Antonio, Columbia River, St. Louis, Rio Grande, Black Hills, Continental Divide). (K)
2. The student creates maps, graphs, charts, databases and/or models to support historical research. (A)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student identifies and explains the changing criteria that can be used to define a region (e.g., North, South, Border States, Northwest Territory). (K)
2. The student explains why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/South-Dixie). (A)

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, migration patterns: rural, urban). (A) ▲
2. The student analyzes push-pull factors including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic:

availability of natural resources, job opportunities created by technology; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination). (A) ▲

3. The student compares cultural elements that created the distinctive cultural landscapes during the Civil War (e.g., technology, crops, housing types, agricultural methods, settlement patterns). (K)
4. The student identifies the geographic factors that influenced United States-world interdependence in the 19th century (e.g., location advantage, resource distribution, labor cost, technology, trade networks). (K)

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student examines how human beings removed barriers to settlement by moving needed resources across the United States. (A)

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.

B1 – The student understands individuals, groups, ideas, events, and developments, and turning points in the early years of the United States.

1. The student explains the major compromises made to create the Constitution (e.g., Three-Fifth's Compromise, Great Compromise, Bill of Rights). (K)
2. The student describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence

- of two political parties (e.g., Alien and Sedition Act, National Bank, view on foreign policy). (K)
3. The student describes the impact of the War of 1812 (e.g., nationalism, political parties, foreign relations). (A)
 4. The student explains the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court-Marbury vs. Madison, McCullough vs. Maryland (1819)). (A) ▲
 5. The student analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush). (A) ▲
 6. The student explains how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals). (A) ▲
 7. The student defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830). (K)
 8. The student analyzes the development of nativism as a reaction to waves of Irish and German immigrants. (K)
 9. The student explains the impact on American society of religious, social, and philosophical reform movements of the early 19th century (e.g., abolition, education, mental health, women's rights, temperance). (A)

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

1. The student explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification). (K)
2. The student discusses the impact of constitutional interpretation during the era (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Lincoln's suspension of Habeas Corpus). (A)
3. The student retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, **Uncle Tom's Cabin**). (K) ▲
4. The student explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights). (A)
5. The student describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea). (K) ▲
6. The student compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Robert E. Lee vs. Ulysses S. Grant, Abraham Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chestnut). (A)
7. The student compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, President Johnson). (A)
8. The student discusses the impeachment and trial of President Andrew Johnson (e.g., constitutional powers and Edmund G. Ross). (K)
9. The student analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters). (A) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

1. The student interprets the impact of the romance of the west on American culture (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy). (A)
2. The student explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents). (K) ▲
3. The student describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation). (K)
4. The student explains American Indians' reactions to encroachment on their lands and the government response (e.g., Chief Joseph, Helen Washita, Little Big Horn, and Wounded Knee). (K)
5. The student explains how the rise of big business, heavy industry, and mechanized farming transformed American society. (K)
6. The student interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19th century. (A)
7. The student compares and contrasts the experiences of immigrants in urban versus rural settings. (A)

B4 – The student engages in historical thinking skills.

1. The student examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect. (A)

2. The student examines a variety of different types of primary sources in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents). (A)
3. The student uses at least three primary sources to interpret a person or event from United States history to understand how people differ in their interpretations of historical events. (A) ▲

Eighth Grade—Assessed Indicators

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.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

3. The student explains how the United States Constitution can be changed through amendments. (K) ▲
4. The student analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government. (A) ▲

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.

B1 – The student understands how limited resources require choices.

1. The student analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (e.g., price goes up and production goes down, consumption goes down and distribution is limited). (A) ▲

B2 – The student understands how the market economy works in the United States.

1. The student explains how relative price, people’s economic decisions, and innovations influence the market system (e.g., cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; steamboat led to increased distribution of goods, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef). (K) ▲
4. The student describes the positive and negative incentives to which employees respond (e.g., wage levels, benefits, work hours, working conditions). (K) ▲

Geography Standard – 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.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, migration patterns: rural, urban). (A) ▲
2. The student analyzes push-pull factors including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of natural resources, job opportunities created by

technology; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination). (A) ▲

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.

B1 – The student understands individuals, groups, ideas, events, and developments, and turning points in the early years of the United States.

4. The student explains the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court-Marbury vs. Madison, McCullough vs. Maryland (1819)). (A) ▲
5. The student analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush). (A) ▲
6. The student explains how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals). (A) ▲

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

3. The student retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, **Uncle Tom’s Cabin**). (K) ▲

5. The student describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea). (K) ▲

9. The student analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters). (A) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

2. The student explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents). (K) ▲

B4 – The student engages in historical thinking skills.

3. The student uses at least three primary sources to interpret a person or event from United States history to understand how people differ in their interpretations of historical events. (A) ▲

Standards and Benchmarks High School

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

B2 – The student understands the shared ideals and diversity of American society and political culture.

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

B5 – The student understands various systems of governments and how nations and international organizations interact.

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.

B1 – The student understands how limited resources require choices.

B2 – The student understands how the market economy works in the United States.

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

B4 – The student analyzes the role of the government in the economy.

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

B3 – Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

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. (Kansas embedded with United States History Course)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

B5 – The student engages in historical thinking skills.

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. (History-United States)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

B5 – The student engages in historical thinking skills.

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. (History-World)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World since 1945.

B5 – The student engages in historical thinking skills.

(K): Knowledge

(A): Application

*: Indicator foundation of later noted indicator.

▲: Assessed item

High School

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1. The student evaluates the purposes and function of law. (A)
2. The student analyzes how the **rule of law** can be used to protect the rights of individuals and to promote the common good (e.g., eminent domain, martial law during disasters, health and safety issues). (A) ▲
3. The student defines civic life, politics, and governments. (K)
4. The student recognizes contracts may be verbal or legal agreements and are binding. (K)
5. The student defines and illustrates examples of torts (e.g., wrongful death, medical malpractice, defamation, personal injury, dignitary harms against a person, such as bodily injury or civil rights violations). (A)
6. The student defines and illustrates examples of misdemeanors and felonies (e.g., misdemeanors: traffic violation, small theft, trespassing; felonies: murder, sexual assault, large theft). (A)
7. The student explains Kansas court structure (e.g., Municipal Courts, District Courts, Court of Appeals, Supreme Court). (K)

B2 – The student understands the shared ideals and diversity of American society and political culture.

1. The student recognizes that a nation's values are embodied in the Constitution, statutes, and important court cases (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Brown vs. Board of Education of Topeka). (K)
2. The student understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society (e.g., right to free speech, religion, press, assembly; equality; human dignity; civic responsibility, sovereignty of the people). (K) ▲
3. The student examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these values and principles conflict (e.g., equal opportunity and fairness vs. affirmative action). (A)

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

1. The student describes the purposes, organization, and functions of the three branches of government and independent regulatory agencies in relation to the United States Constitution. (K)
2. The student explains Constitutional powers (e.g., expressed/enumerated ▲, implied ▲, inherent, reserved ▲, concurrent). (K) ▲
3. The student discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document. (K)

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders. (A) ▲
2. The student explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process. (K)
3. The student analyzes policies, actions, and issues regarding the rights of individuals to equal protection under the law. (A)
4. The student examines issues regarding political rights (e.g., to be an informed voter, participate in the political process, assume leadership roles). (A)
5. The student understands that civil disobedience is a form of protest and if taken to the extreme, punishable by law. (K)
6. The student analyzes issues regarding economic freedoms within the United States (e.g., free enterprise, rights of individual choice, government regulation). (A)
7. The student explores issues regarding civic responsibilities of American citizens (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process). (K)
8. The student examines the role of interest groups and their impact on government policy. (A)

B5 – The student understands various systems of governments and how nations and international organizations interact.

1. The student compares various governmental systems with that of the United States government in terms of sovereignty, structure, function, decision-making processes, citizenship roles, and political culture and ideology (e.g., systems: constitutional monarchy, parliamentary democracy, dictatorship, totalitarianism; ideology: fascism, socialism, communism). (A)
2. The student discusses the structure of international relations both regional and world-wide (e.g., trade, economic and defense alliances, regional security). (K)
3. The student examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross). (A) ▲
4. The student explains the changing roles of the United States Government in the international community (e.g., treaties, NATO, UN, exploitative, altruistic, benign).
5. The student examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the “most favored nation” status, military interventions). (A)
6. The student examines the issues of social justice and human rights as expressed in the **United Nations Declaration of Human Rights**. (A)

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.

B1 – The student understands how limited resources require choices.

1. The student explains how economic systems affect the allocation of scarce resources (e.g., monarchies financing explorers, mercantilism, rise of capitalism). (A)
2. The student explains how economic choices made by societies have intended and unintended consequences (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire). (K) ▲
3. The student explains how people respond to incentives in order to allocate scarce resources (e.g., government subsidies/farm production, rationing coupons/WWII, emission regulations, profits/war production, women/WWII workforce). (K)
4. The student explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: car, need for roads, railroads, ecosystems; government: isolationism at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb). (K)

B2 – The student understands how the market economy works in the United States.

1. The student defines Gross Domestic Product (GDP) and indicates the components that make up our nation’s GDP (e.g., consumption, investment, government, and net exports). (K)
2. The student explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, technology developments). (K)
3. The student explains the principles of demand and supply (e.g., laws, equilibrium, change in quantity vs. change in demand and supply). (K)

4. The student explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; scarcity of resources: war; technology: assembly line production). (K) ▲
5. The student analyzes how changes in prices affect consumer behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil embargo of 1974; droughts (Ag products), changes in consumer preferences—fads, health information). (A)
6. The student describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800’s and early 1900’s, AT&T, Microsoft, Trusts of 1920’s & 1930’s). (K)
7. The student analyzes the role of central banks and the Federal Reserve System in the economy of the United States (e.g., interest rates, monetary policy, government bonds). (A)

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. The student compares the benefits and costs of different allocation methods (e.g., first come, first serve; prices, contests, lottery, majority rule). (A)
2. The student compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision-making (e.g., what, how, for whom). (A) ▲
3. The student uses comparative advantage to explain the benefits of trade among nations (e.g., nations can benefit from free trade while reducing or eliminating production of a good in which it is technologically superior at producing; to benefit from specialization and free trade, one nation should

specialize and trade the good in which it is “most best” at producing; benefits include more product selection, lower prices, higher wages in both nations). (A)

4. The student outlines the cost and benefits of free trade or restricted trade policies in world history (e.g., restrictions of trade under mercantilism, regional trade agreements, Smoot-Hawley Tariff Act of 1930, General Agreement on Tariffs & Trade (GATT), World Trade Organization (WTO)). (A)
5. The student explains how a change in exchange rates affects the flow of trade between nations and a nation’s domestic economy (e.g., using historical examples such as development of the Euro, devaluation of the United States dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe). (K)

B4 – The student analyzes the role of the government in the economy.

1. The student explains why certain goods and services are provided by government (e.g., infrastructure, schools, waste management, national defense, parks, environmental protection). (A)
2. The student explains the advantages and disadvantages of the use of fiscal policy by the Federal Government to influence the United States economy (e.g., change in taxes & spending to expand or contract the economy, such as Franklin D. Roosevelt’s New Deal, George W. Bush’s tax cuts, Gerald Ford’s WIN program). (A)
3. The student distinguishes between government debt and government budget deficit. (K)
4. The student evaluates the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on

agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects). (A) ▲

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. The student describes how various jobs and employment are impacted by changes in the economy. (K)
2. The student illustrates how the demand for labor is influenced by productivity of labor and explains the factors that influence labor productivity (e.g., education, experience, health, nutrition, technology). (K)
3. The student explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines). (A) ▲
4. The student develops a personal budget that identifies sources of income and expenditures (e.g., wages, rent payments, savings, taxes, insurance). (A)
5. The student determines the costs and benefits of using credit. (K)
6. The student analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate). (A) ▲

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲ Beijing, ▲ English Channel, ▲ India, ▲ Iraq, ▲ Moscow, ▲ Sahara Desert, ▲ South Africa, ▲ Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River). (K) ▲
2. The student interprets maps and other graphic representations to analyze United States and world issues (e.g., urban vs. urban areas, development vs. conservation, land use in the world vs. local community, nuclear waste disposal, relocation of refugees). (A)
3. The student analyzes ways in which mental maps influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites). (A)
4. The student produces maps and other geographic representations, using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, geographic information system (GIS) and other databases, questionnaires). (A)

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

1. The student demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems). (A)
2. The student analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors). (A) ▲
3. The student recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects a person to others from that region and defines them to others as Midwesterners with particular characteristics and values). (K)
4. The student uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities). (A)
5. The student analyzes the ways in which people's perception of places and regions affect their decisions (e.g., land use, property value, settlement patterns, job opportunities). (A)

B3 – Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

1. The student analyzes the patterns of physical processes and their effect on humans (e.g., weather patterns, earthquakes, drought, desertification). (A)
2. The student analyzes the distribution of ecosystems by examining relationships between soil, climate, plant, and animal life. (A)
3. The student describes the ways in which Earth's physical processes are dynamic and interactive (e.g., rising ocean

levels, sea floor spreading, wind and water deposition, climatic changes). (K)

4. The student analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., carrying capacity, biological magnification, reduction of species diversity, acid rain, ozone depletion, contamination). (A)

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

1. The student identifies trends of population growth and migration in response to environmental, social, economic, political, or technological factors (e.g., stress on infrastructure, impact on environment, cultural diffusion, socio-economic changes and pressures). (A)
2. The student analyzes how communication and transportation facilitate cultural interchange (e.g., nationalism, ethnic pride, cross-cultural adaptation, popularity of ethnic foods). (A)
3. The student evaluates market areas to determine reasons for success or failure (e.g., advantages of location, trade partnerships, land value, wars, labor supply and cost, resource availability, transportation access, government structure, political cooperation). (A)
4. The student analyzes the purpose and characteristics of settlements (e.g., village vs. town vs. city, cities in development vs. developed countries, rise of megalopolis edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation technology, increasing number of ethnic enclaves). (A)
5. The student gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political:

International Court of Justice and Hong Kong; economic: World Trade Organization). (K) ▲

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student examines the impact that technology has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste). (A) ▲
2. The student examines alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction). (A) ▲
3. The student discusses the pros and cons of specific policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, grazing). (A)

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. (Kansas embedded with United States History Course)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).

1. The student analyzes the ways the People's Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation. (A)

2. The student analyzes the text of William Allen White's essay "What's the Matter with Kansas" to understand his opposition to Populism. (A)
3. The student explains the significance of the Girard newspaper **Appeal to Reason** to the Socialist movement in the United States. (A)
4. The student discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917). (K)
5. The student understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s. (K)
6. The student explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins). (K)
7. The student explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages). (K)

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

1. The student uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters). (A) ▲
2. The student researches how the WPA altered the Kansas landscape (e.g., public art, bridges, parks, swimming pools, libraries). (A)
3. The student analyzes Alf Landon's 1936 speech accepting the Republican nomination for President in terms of the debate over the role of government in the United States recovery. (A)
4. The student understands the role of Kansas aviation companies in World War II. (K)

5. The student understands how conscientious objectors in Kansas participated in alternative service to the country during World War II. (K)

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

1. The student analyzes **Brown vs. Board of Education of Topeka** as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case. (A)
2. The student explains how Kansans have responded to increasing urbanization and industrialization. (K)
3. The student traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments. (A)
4. The student debates the ways state government has tried to balance the needs of farmers, industries, environmentalists, and consumers in regards to water protection and regulation. (A)

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

1. The student researches a contemporary issue in Kansas and constructs a well developed argument in support or opposition of position. (A)
2. The student examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events. (A)

B5 – The student engages in historical thinking skills.

1. The student analyzes a theme in Kansas history to explain patterns of continuity and change over time. (A)
2. The student develops historical questions on a specific topic in Kansas history and analyzes the evidence in primary source documents to speculate on the answers. (A)
3. The student investigates an event in Kansas history using primary and secondary sources and develops a credible interpretation of the event, speculating on its meaning. (A)
4. The student compares competing historical narratives in Kansas history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. (A)

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. (History-United States)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).

1. The student examines topics in the transformation of American society in the rise of big business, heavy industry, and mechanized farming in the late 19th century (e.g., Social Darwinism, Gospel of Wealth, "Robber Barons", or "Captains of Industry", Sherman Antitrust Act, muckrakers). (A)
2. The student explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket Tragedy,

- Mother Jones, Industrial Workers of the World, Eugene Debs, strikes). (A)
3. The student analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, government ownership of railroads, graduated income tax, direct election of senators, election reform). (A)
4. The student examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy). (A) ▲
5. The student explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson). (K)
6. The student analyzes the reasons for and impact of the United States' entrance into World War I. (A)
7. The student analyzes how the home front was influenced by United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee). (A)
8. The student retraces the progress of the women's suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting rights in the 19th Amendment). (K)
9. The student analyzes factors that contributed to changes in work production and the rise of a consumer culture during the 1920s (e.g., leisure time, technology, communication, travel, assembly line, credit buying). (A)
10. The student evaluates various social conflicts in the early 1920s (e.g., rural vs. urban, fundamentalism vs. modernism, prohibition, nativism, flapper vs. traditional woman's role). (A)

11. The student analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great Migration, race riots, NAACP, Tuskegee). (A)
12. The student interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz culture). (A)

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

1. The student analyzes the causes and impact of the Great Depression (e.g., overproduction, consumer debt, banking regulation, unequal distribution of wealth). (A)
2. The student analyzes the costs and benefits of New Deal programs (e.g., budget deficits vs. creating employment, expanding government, CCC, WPA, Social Security, TVA, community infrastructure improved, dependence on subsidies). (A) ▲
3. The student analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin). (A)
4. The student analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lange, Woody Guthrie, John Steinbeck). (A)
5. The student analyzes the debate over and reasons for United States entry into World War II (e.g., growth of totalitarianism, America First Committee, neutrality, isolationism, Pearl Harbor). (A)
6. The student discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of

- the radio in communicating news from the war front, victory gardens, conscientious objectors). (K) ▲
7. The student examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees). (K)
8. The student examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons). (A)

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

1. The student explains why the United States emerged as a superpower as the result of World War II. (K)
2. The student analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain). (A) ▲
3. The student evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident). (A)
4. The student evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp). (A)
5. The student analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway system, space as the New Frontier, Johnson's Great Society). (A)
6. The student analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik, reaction to the Military Industrial Complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal). (A)

7. The student examines the struggle for racial and gender equality and for the extension of civil rights (e.g., **Brown vs. Board of Education of Topeka**, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX). (K) ▲
8. The student discusses events that contributed to the end of the Cold War (e.g., Détente, Nixon's visit to China, SALT talks, expansion of the military arms race, relationship between Ronald Reagan and Mikhail Gorbachev). (K)
9. The student evaluates the causes and effects of the reform movements of the 1960s and 1970s (e.g., environmentalism – Rachel Carson, EPA; consumer protection – Ralph Nadar; changes in the American labor movement – Cesar Chavez). (A)

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

1. The student examines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture). (K)
2. The student describes the impact of developments in technology, global communication, and transportation. (A)
3. The student researches major contemporary social issues. (A)
4. The student describes how changes in the national and global economy have influenced the work place. (A)

5. The student examines United States immigration policy to understand the affects of legal and illegal immigration (e.g., political, social, economic). (A)

B5 – The student engages in historical thinking skills.

1. The student analyzes a theme in United States history to explain patterns of continuity and change over time. (A)
2. The student develops historical questions on a specific topic in United States history and analyzes the evidence in primary source documents to speculate on the answers. (A)
3. The student uses primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion). (A) ▲
4. The student compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. (A)

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. (History-World)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).

1. The student analyzes the changes in European thought and culture resulting from the Renaissance (e.g., more secular worldview; Machiavelli, Shakespeare; humanism; innovations

- in art: Michelangelo, Da Vinci; architecture: St. Peters Dome). (A) ▲
2. The student investigates the changes in European thought and culture resulting from the Reformation (e.g., establishment of Protestant faiths, Counter reformation, Gutenberg Press, Catholic vs. Protestant wars of religion). (A)
 3. The student examines the economic and social consequences of European exploration and expansion (e.g., rise of European power, mercantilism, Columbian Exchange, impact on indigenous people in North and South American, trans-Atlantic slave trade). (K)
 4. The student compares and contrasts the rise of constitutionalism in Britain with political structures in France (e.g., changes resulting from the English Civil War and Glorious Revolution: English Bill of Rights, establishment of Parliament, French Absolutism). (A)
 5. The student explores the growth of Russian Absolutism (e.g., Ivan the Terrible, Peter the Great, Catherine the Great). (K)
 6. The student explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; the spread of Shi'ism in Persia, the establishment of Islamic rule in India). (K)
 7. The student describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions). (K) ▲

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).

1. The student explains essential concepts from the Scientific Revolution (e.g., the Heliocentric Theory; Natural Law; scientific method). (K)
2. The student explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons). (K) ▲
3. The student analyzes outcomes of the American and French Revolutions (e.g., the establishment of republican government grounded in Enlightenment thought, the deterioration of the French Republic into the reign of terror; the spread of revolutionary ideas and nationalism with the growth of Napoleonic France). (A)
4. The student explores industrialization and its consequences in Britain (e.g., the rise of laissez-faire economics in Britain, Adam Smith, Chartists, development of the middle class). (A)
5. The student compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, militarism, modernization, industrialization). (A) ▲
6. The student describes the motives and impact of imperialism (e.g., motives: economic-natural resources and expansion of trade, the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian missionaries and the ideology of Social Darwinism, political naval bases and expansion of political control; restriction of human rights in King Leopold's Congo; development of infrastructure; roads, schools, hospitals, railroads; assimilation and loss of indigenous culture). (K)
7. The student analyzes the causes and impact of the Russian Revolution (e.g., the idea of communism as an economic alternative to capitalism; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of totalitarianism). (A)

8. The student examines causes of anti-colonial movements in Latin America, Asia and Africa (e.g., ▲ Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲ Boxer Rebellion; ▲ Sepoy Rebellion; ▲ Zulu Wars). (A) ▲
9. The student describes the impact of cross-cultural exchange on artistic developments of the late 19th century (e.g., romanticism; impressionism, impact of Asian culture on western culture). (K)

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

1. The student analyzes the causes and immediate consequences of WWI (e.g., imperialism rivalries: Triple Entente, Triple Alliance, nationalism, arms race in England, France and Germany; Treaty of Versailles, reparations, War Guilt Clause). (A)
2. The student describes the emergence of contemporary Middle East (e.g., petroleum society, Zionism, Arab nationalism, Balfour Declaration, dissolution of the Ottoman Empire, Armenian Genocide, Ataturk’s modernization of Turkey). (K)
3. The student examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights, secret police, state supremacy over individual rights, role of private property, class structure). (A) ▲
4. The student analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British-Soviet alliance; Holocaust, Nanjing; introduction of nuclear weapons; war crime trials). (A)

5. The student analyzes the independence movement in India (e.g., Gandhi, non-violence, Salt March, boycotts, creation of Pakistan). (A)
6. The student describes major intellectual, social, and artistic developments (e.g., surrealism, mural art of Mexico, Bauhaus, emergence of film and radio, rise of psychology, antibiotics, cubism). (K)

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World since 1945.

1. The student analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world (e.g., roots in WWII, Mao’s China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for non-aligned nations; collapse of Communism in Europe). (A)
2. The student examines issues of social justice and human rights as expressed in the **United Nations Universal Declaration of Human Rights**. (A)
3. The student describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel, emerging Middle Eastern post-WWII nationalism: Suez Crisis, petroleum based interdependence). (K) ▲
4. The student analyzes the impact of international organizations on global interaction (e.g., the United Nations; Organization of American States, NATO, non-governmental organizations such as the International Red Cross, European Union). (A)
5. The student examines the trade-offs made by societies between economic growth and environmental protection in a world of limited resources (e.g., the Green Revolution,

population pressure, water, pollution, natural resource degradation). (A)

6. The student describes major intellectual, social, and artistic developments (e.g., decoding DNA, space technology, consumerism, post-modernism, responses to globalization, feminism, fundamentalism, telecommunications). (K)

B5 – The student engages in historical thinking skills.

1. The student analyzes a theme in world history to explain patterns of continuity and change over time. (A)
2. The student develops historical questions on a specific topic in world history and analyzes the evidence in primary source documents to speculate on the answers. (A)
3. The student uses primary and secondary sources about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use of provided primary and secondary sources to interpret a historical-based conclusion). (A)
4. The student compares competing historical narratives in world history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. (A)

High School—Assessed Indicators

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.

B1 – The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

2. The student analyzes how the **rule of law** can be used to protect the rights of individuals and to promote the common good (e.g., eminent domain, martial law during disasters, health and safety issues). (A) ▲

B2 – The student understands the shared ideals and diversity of American society and political culture.

2. The student understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society (e.g., right to free speech, religion, press, assembly; equality; human dignity; civic responsibility, sovereignty of the people). (K) ▲

B3 – The student understands how the United States Constitution allocates power and responsibility in the government.

2. The student explains Constitutional powers (e.g., expressed/enumerated ▲, implied ▲, inherent, reserved ▲, concurrent). (K) ▲

B4 – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. The student examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders. (A) ▲

B5 – The student understands various systems of governments and how nations and international organizations interact.

3. The student examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross). (A) ▲

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.

B1 – The student understands how limited resources require choices.

2. The student explains how economic choices made by societies have intended and unintended consequences (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire). (K) ▲

B2 – The student understands how the market economy works in the United States.

4. The student explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; scarcity of resources: war; technology: assembly line production). (K) ▲

B3 – The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

2. The student compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision-making (e.g., what, how, for whom). (A) ▲

B4 – The student analyzes the role of the government in the economy.

4. The student evaluates the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects). (A) ▲

B5 – The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

3. The student explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines). (A) ▲

6. The student analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate). (A) ▲

Geography Standard – 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.

B1 – Geographic Tools and Locations: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. The student locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲ Beijing, ▲ English Channel, ▲ India, ▲ Iraq, ▲ Moscow, ▲ Sahara Desert, ▲ South Africa, ▲ Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River). (K) ▲

B2 – Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

2. The student analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors). (A) ▲

B4 – Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

5. The student gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and Hong Kong; economic: World Trade Organization). (K) ▲

B5 – Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

1. The student examines the impact that technology has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste). (A) ▲
2. The student examines alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction). (A) ▲

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. (Kansas embedded with United States History Course)

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

1. The student uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters). (A) ▲

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. (History-United States)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).

4. The student examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy). (A) ▲

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments,

and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

2. The student analyzes the costs and benefits of New Deal programs (e.g., budget deficits vs. creating employment, expanding government, CCC, WPA, Social Security, TVA, community infrastructure improved, dependence on subsidies). (A) ▲
6. The student discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors). (K) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

2. The student analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain). (A) ▲
7. The student examines the struggle for racial and gender equality and for the extension of civil rights (e.g., **Brown vs. Board of Education of Topeka**, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX). (K) ▲

B5 – The student engages in historical thinking skills.

3. The student uses primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided

primary and secondary sources to interpret a historical-based conclusion). (A) ▲

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. (History-World)

B1 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).

1. The student analyzes the changes in European thought and culture resulting from the Renaissance (e.g., more secular worldview; Machiavelli, Shakespeare; humanism; innovations in art: Michelangelo, Da Vinci; architecture: St. Peters Dome). (A) ▲
7. The student describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions). (K) ▲

B2 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).

2. The student explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons). (K) ▲

5. The student compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, militarism, modernization, industrialization). (A) ▲

8. The student examines causes of anti-colonial movements in Latin America, Asia and Africa (e.g., ▲ Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲ Boxer Rebellion; ▲ Sepoy Rebellion; ▲ Zulu Wars). (A) ▲

B3 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

3. The student examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights, secret police, state supremacy over individual rights, role of private property, class structure). (A) ▲

B4 – The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World since 1945.

3. The student describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel, emerging Middle Eastern post-WWII nationalism: Suez Crisis, petroleum based interdependence). (K) ▲

Appendix 1: Social Studies Glossary

A

Absolutism – A form of government in which all power is vested in a single ruler or other authority.

Absolute location – The location of a point expressed by a grid reference (latitude and longitude).

Acculturation – The process of adopting the traits of a cultural group.

Affirmative Action – Any of a wide range of programs aimed at expanding opportunities for women and minorities.

Allocation – The distribution of resources, goods, or services.

Animism – The belief in the existence of individual spirits can be found in natural objects and phenomena.

Aquaculture – Controlling the cultivating marine or freshwater food fish or shellfish (clams, salmon, etc.).

Articles of Confederation – First constitution of the United States, 1781; created a weak national government, replaced in 1789 by the Constitution of the United States.

Artifacts – Objects that were used by people long ago.

B

Barter – Trading goods or services without the use of money.

Bauhaus – A German style of architecture begun by Walter Gropius in 1918.

Benefit – Something that satisfies one's wants.

Biodiversity – The number and variety of plant and animal life in a defined area; a measure of biological differences.

Biological magnification – The way chemicals build up in organisms, as each consumes other organisms lower in the food chain.

Biome – A major regional or global biotic community, such as a grassland or desert, characterized chiefly by the dominant forms of plant life and climate.

Borrowing – Promising to repay a given amount of money, often with added interest.

Budget – A sum of money allocated for a particular use; a plan for saving and spending money.

C

Capital (economics) – Wealth in the form of money or property, used or accumulated in a business by a person, partnership, or corporation.

Capital goods, capital resources – Special goods such as tools, equipment, machines, and buildings which are used to produce other goods and services.

Capitalism – An economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation for profit, under competitive conditions.

Carrying Capacity – The maximum number of animals and/or people a given area can support at a given time.

Citizen - A native or naturalized member of a political community.

Citizenship – Conduct as a citizen; the status of a citizen with rights and duties.

City-states – A sovereign state consisting of an independent city and its surrounding territory.

Civilization – A society that has achieved a high level of culture, including the development of systems of government, religion, and learning.

Clear and present danger – Any situation where the public safety, health, or well-being is threatened.

Colonialism – The establishment of colonies.

Columbian Exchange – The exchange of products, diseases, and ideas, some positive and others negative, between Europe, Africa and the Americas in the era of Christopher Columbus.

Common good – For the benefit or interest of a politically organized society as a whole.

Communism – A political and economic system based on the writings of Karl Marx in which the state controls the production and distribution of goods, and social classes and private ownership are discouraged.

Community – Any group living in the same area or having interests, work, etc. in common.

Compact – Binding agreement made by two or more persons or parties; covenant.

Comparative advantage – When one individual or nation has an efficiency advantage over another individual or nation with two separate products but has a greater advantage in one product than in the other. The efficient producer has a

comparative advantage for the product in which he or it has greater relative efficiency.

Compass rose – A drawing that shows the orientation of north, south, east, and west on a map.

Concurrent powers – Powers shared by both the federal and state government (for example, levying taxes, borrowing money, and spending for the general welfare).

Conservation – The careful use and protection of natural resources, such as soil, forests, and water.

Constitution – A document containing the system of fundamental laws of a nation, state, or society.

Constitutional monarchy – Monarchy in which the powers of the monarch are restricted by a constitution.

Constitutional powers – (See expressed powers)

Constitutionalism – An idea that the powers of government should be distributed according to a constitution and those powers should be restrained by constitutional provision.

Consumer – A person who buys goods or services to satisfy wants.

Consumption – The using up of goods and services by consumer purchasing or in the production of other goods.

Copyright – The exclusive legal rights to reproduce, publish, and sell matter and form (as of literary, musical, or artistic work).

Counter Reformation – A reform movement within the Roman Catholic Church that arose in 16th-century Europe in response to the Protestant Reformation.

Cost – Something that is given up to satisfy your wants.

Credit – An arrangement for deferred payment for goods and services; money available for someone to borrow.

Cubism – A style of painting and sculpture developed in Paris in the early 20th century, characterized by the drawing of natural forms into abstract.

Cultural characteristics – (see culture; human feature)

Cultural diffusion – The spread of cultural elements from one culture to another.

Cultural diversity – The differences in the way groups of people live, including their customs, beliefs, and arts.

Cultural landscape – The surface of the earth as modified by human action, including housing types, settlement patterns, and agricultural use.

Culture – Learned behavior of people which includes belief systems, languages, social relationships, institutions,

organizations, and material goods (food, clothing, buildings, tools).

D

Database – A compilation, structuring, and categorization of information for analysis and interpretation.

Debt – The accumulated negative balance.

Deficit – A negative balance after expenditures are subtracted from revenues for a specific time period.

Deflation – The sustained decrease in the general price level of the entire economy, resulting in an increase in the purchasing power of money.

Demand – The number of consumers willing and able to purchase a good or service at a given price.

Democracy – A form of government in which political control is exercised by all the people, either directly or through their elected representative.

Depletion – The lessening or exhaustion of a supply.

Depression – A period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.

Dictatorship – A government system controlled by one ruler who has absolute power and usually controlled by force.

Diffusion – The spread of people, goods, and ideas from one place to another.

Distribution – The arrangement of items over a specified area.

Diversion – In criminal procedure, a system for giving a chance for a first-time criminal defendant in lesser crimes to perform community service, make restitution, or obtain treatment and/or counseling.

Dynasty – A family or group that maintains power for several generations.

E

Eastern Mediterranean – Includes the countries of Turkey, Syria, Lebanon, Israel, and Egypt; refers to the Byzantine and Muslim empires.

Economic interdependence – Mutually dependent on each other financially.

Economic sanction – The withholding, usually by several nations, of loans or trade relations with a nation violating international law, force it to comply.

Economic system – Establishes how a country produces and distributes goods and services.

Economy – The production and distribution of goods and services within an economic system.

Embargo – Government restriction placed on trade.

Emigrant – A person (migrating away from) leaving a country or area to settle in another.

Eminent domain – (1) The right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self-protection.

Entrepreneur – A person who organizes productive resources to take the risk to start a business.

Equal opportunity – The idea that each person is guaranteed the same chance to succeed in life.

Equilibrium point (Equilibrium Price) – The price at which quantity supplied equals quantity demanded.

Era – A period of history marked by some distinctive characteristic.

Ethnic enclaves – Areas or neighborhoods within cities that are homogeneous in their ethnic make-up, and are usually surrounded by different ethnic groups (Chinatown).

Ethnic group – People of the same race or nationality who share a distinctive culture.

Exchange rate – The price of one currency in relation to another currency.

Expenditures – Spending on goods and services.

Exports – Goods and services produced in one nation and sold to buyers in another nation.

Expressed powers – The powers explicitly granted to Congress by the Constitution (enumerated powers are the same as constitutional powers or expressed powers).

F

Fascism – A system of government characterized by strong nationalist, racist, and military policies, ruled by a dictator, with a centralized control of the basic means of production.

Fauna – Animal life.

Federal Reserve System – The independent central bank of the United States that controls the money supply.

Federalism – A policy favoring strong centralized federal (central government) power. Power of government is divided between national and state governments.

Feminism – The movement advancing women's rights and interests.

Feudalism – An economic and political system in which lords grant land to vassals in exchange for protection, allegiance, and other services.

Financial capital – The use of federal government spending, taxing, and debt management to influence general economic activity.

Fiscal policy – The use of federal government spending, taxing, and debt management to influence general economic activity.

Flora – Plant life.

Folklore – The traditional beliefs, myths, tales, and practices of a people, passed from person to person orally.

Fundamentalism – A movement or attitude stressing strict and literal adherence to a set of basic principles.

G

General welfare – Good of society as a whole; common or public good.

Geographic Information System (GIS) – A computerized geographic database that contains information about the spatial distribution of physical and human characteristics of Earth's surface.

Geographic representation – Maps, globes, graphs, diagrams, photographs, and satellite-produced images used to depict selected aspects of the earth's surface.

Geographic tools – Reference resources such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.

Glaciations – The formation of glaciers; the condition of being covered by glaciers; the effects produced by the action of glaciers.

Goods – Something that you can touch or hold.

Government – Institutions and procedures through which a territory and its people are ruled.

Graphic representations – Maps and graphs used to portray geographic information (thematic and choropleth maps, cartograms, graphs [pie, bar, line, population pyramids]).

Gross Domestic Product (GDP) – The total market value of all final goods and services produced in the economy in a given year.

H

Human capital, human resource – People who work in jobs to produce goods and services.

Human feature (human characteristics) – Items built by people that modify the earth’s surface (towns, roads, dams, mines).

Human process – A course or method of operation that produces, maintains, or alters human systems on earth, such as migration or diffusion.

Human system – Human entities that are interrelated (a city, an airport, and a transportation network).

Humanism – A cultural and intellectual movement of the Renaissance that emphasized secular concerns as a result of the rediscovery and study of the literature, art, and civilization of ancient Greece and Rome.

Hydrologic Cycle – The continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.

I

Immigrant – A person (migrating into) coming to a particular country to area to live.

Immigration – To enter and settle in a country to which one is not native.

Imperialism – The policy of increasing a nation’s authority by acquiring or controlling other nations.

Implied Powers – Powers assumed by government that are not specifically listed in the Constitution.

Impressionism – A theory or style of painting originating and developed in France during the 1870s, characterized by concentration on the immediate visual impression produced by a scene and by the use of unmixed primary colors and small strokes to simulate actual reflected light.

Incentives – Something, such as the fear or punishment or the expectation of reward, which induces action or motivates effort.

Income – Financial gain received as wages/salaries, rent, interest, and/or profit.

Incorporation – Cities are formed through a process of incorporation, establishing boundaries, creating a government, levying taxes.

Industrialization – The growth of machine production and the factory system.

Inferred information – Ability to analyze and interpret different historical perspectives to see how the events influenced people’s behavior.

Inflation – Sustained increase in the general price level of the entire economy, resulting in a reduction in the purchasing power of money.

Infrastructure – The skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

Inherent powers – Those delegated powers of the constitution that are assumed to belong to the national government because it is a sovereign state.

Interdependence – People relying on each other in different places or in the same place for ideas, goods, and services.

Interest – A charge for a loan, usually a percentage of the amount loaned.

Interest rate – The price of money that is borrowed or saved, determined by the forces of supply and demand.

International trade – The exchange of goods and services between countries.

Investor – Someone who commits money (capital) with hopes of making a profit.

Isolationism – A national policy by which a country does not become involved with other nations in agreements and/or alliances.

L

Laissez-faire economics – An economic doctrine that opposes governmental regulation of or interference in commerce beyond the minimum necessary for a free-

enterprise system to operate according to its own economic laws.

Latitude – A measure of distance, north or south from the equator, expressed in degrees.

Legend – An explanatory description or key to features on a map or chart.

Lending – To give for temporary use on condition that the same or its equivalent will be returned.

Location – The position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

Longitude – A measure of distance, east or west from the Prime Meridian, expressed in degrees.

M

Magna Carta – Document signed by King John of England in 1215 A.D. that guaranteed certain basic rights; considered the beginning of constitutional government in England.

Manorialism – A medieval economic, social, and political system based on the manor (an estate ruled by a lord who enjoyed a variety of rights over land and tenants).

Map projections – The transfer of the shape of land and water bodies, along with a global grid, from a globe to a flat map.

Market – Exists whenever buyers and sellers exchange goods and services.

Market economy – A system in which buyers and sellers make major decisions about production and distribution, based on supply and demand.

Marital law – Temporary rule by military authorities over civilians, as during a war, occupation, or insurrection.

Mayflower compact – Document drawn up by the Pilgrims in 1620 while on the Mayflower before landing at Plymouth Rock; the Compact provided a legal basis for self-government.

Megalopolis – A large, sprawled urban complex, created through the spread and joining of separate metropolitan areas.

Mental maps – The mental image a person has of an area.

Mercantilism – An economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.

Middle/South America – Mexico through Central America, extending into South America; refers to the empires of Mayans, Aztecs, and Incas.

Migration – The movement of people or other organisms from one region to another.

Militarism – A policy of aggressive military preparedness.

Monarchy – Governed by a monarch (king, queen, emperor, empress).

Monotheism – Belief in a single God.

Monotheistic – Of, relating to, or characterized by the doctrine that there is but one God.

Movement – The interaction of people, goods, ideas, or natural phenomena from different places.

N

Nationalism – Intense loyalty and devotion to one's country; desire for national independence.

National security – Defense and safety of a nation's ability to safeguard citizens.

Natural resource – Resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

Needs – Necessities (food, clothing, shelter).

O

Observed information – Ability to understand historical narratives and describe historical experiences.

Oligarchy – A form of government in which the supreme power is placed in the hands of a few persons.

Opportunity cost – In making a decision, the most valuable alternative not chosen.

Outsourcing – Paying another company to provide services which a company might otherwise have employed its own staff to perform.

P

Parliamentary – A system of government in which the chief executive is the leader whose party holds the most seats in the legislature after an election or whose party forms a major part of the ruling coalition.

Patent – A writing securing to an inventor for a term of years the exclusive right to make, use, or sell an invention.

Patriotism – Loyalty and devotion to one's country.

Philosophy – Investigation of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods.

Physical feature – A natural characteristic of a place (elevation, landforms, vegetation).

Physical process – A course or method of operation that produces, maintains, or alters Earth's physical systems (e.g., glaciations, erosion, deposition).

Physical systems – Processes that create, maintain, and modify Earth's physical features and environments, consisting of four categories: atmospheric (e.g., climate), lithospheric (plate tectonics, erosion), hydrospheric (water cycle, ocean currents), and biospheric (plant and animal communities).

Places – Locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.

Plate Tectonics – The theory that the uppermost part of the earth is divided into plates that slide or drift very slowly, causing the formation of physical features, such as mountains.

Political features – Spatial expressions of political behavior; boundaries on land, water, and air space; cities, towns, counties, countries.

Polytheism – the doctrine of or belief in, a plurality of gods.

Population distribution – Location patterns of various populations.

Population pyramid – A bar graph showing the distribution by gender and age of the population of a country or other political entity.

Post-modernism – Several artistic movements since the 1960s that have challenged the philosophy and practices of modern arts or literature.

Price – Amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.

Primary Source – A first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Privileges – A special advantage or benefit not enjoyed by all.

Producer – One that produces, especially a person or organization that produces goods or services for sale.

Production – The creation of value or wealth by producing goods or services.

Productivity – A measure of goods and services produced over a period of time with a given set of resources.

Profit – After producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).

Prohibited powers – Powers denied within the Constitution.

Push-pull factors – In migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.

Q

Quota – A proportional share, as of goods, assigned to a group or to each member of a group; an allotment or a production assignment.

R

Region – An area with one or more common characteristics or features which make it different from surrounding areas.

Relative Location – The location of a place or region in relation to other places or regions (northwest or downstream).

Religion – A system of beliefs for satisfying a peoples' spiritual wants/needs.

Renaissance – A revival or rebirth, usually referring to the revival of classical learning in Italy after the Middle Ages.

Renewable Resource – A resource that can be regenerated.

Republic – A government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

Reserved Powers – Powers that are not specifically granted or denied to the federal government are reserved to the states.

Resource – An aspect of the physical environment that people value and use.

Responsibility – That for which anyone is responsible or accountable; as, the responsibilities of power.

Revenue – Receipts from sales of goods and services.

Rights – Those individual liberties granted to all persons through the U.S. Constitution.

Romanticism – An artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis on the individual's expression of emotion and imagination, departure from the attitudes and forms of classicism, and rebellion against established social rules and conventions.

Rule of Law – Principle that every member of a society, even a ruler, must follow the law.

S

Satellite Image – Images taken by manmade orbiting bodies.

Saver – Someone who sets aside items or money for future use.

Savings – Income that is not spent, setting aside income or money for future use.

Scarcity – Not being able to have everything wanted making choices necessary; when supply is less than demand.

Secondary Source – An account of an event, person, or place that is not first-hand (textbook information, historically-based movies, biographies).

Services – Something that one person does for someone else.

Shi'ism – The branch of Islam that regards Ali as the legitimate successor to Mohammed and rejects the first three caliphs.

Social Darwinism – A theory in sociology that individuals or groups achieve advantage over others as the result of genetic or biological superiority.

Socialism – A political and economic system in which government controls resources and industries.

Society – A group of people bound together by the same culture.

Sovereignty – Ultimate, supreme power in a state; in the United States, sovereignty rests with the people.

Sovereignty of the People – Ultimate authority are held by people of the United States.

Spatial – Pertaining to space on the earth's surface.

Spatial Distribution – The location(s) shown on a map of a set of human or physical features.

Specialization – People who work in jobs where they produce a few special goods and services.

Spending – The use of money to buy goods and services.

Substitute Goods

Supply – The quantity of resources, goods, or services that sellers offer at various prices at a particular time.

Surrealism – A 20th-century literary and artistic movement that attempted to express the workings of a subconscious and is characterized by fantastic imagery and incongruous juxtaposition of subject matter.

T

Tariff – A tax imposed on imported goods.

Technology – Science applied to achieve practical purposes.

Thematic Map – A map representing a specific theme, topic, or spatial distribution (cattle production, climates).

Theocracy – A government ruled by religious leaders.

Totalitarianism – A form of government in which the political authority exercises absolute and centralized control over all aspects of life.

Trade – The exchange of goods or services for other goods and services or money.

Trade Barriers – Something that prohibits trade.

Trade-off – Getting less of one thing in order to get a little more of another.

U

United Nations Declaration of Human Rights – An organization of independent states formed in 1945 to promote international peace and security.

Urbanization – The growth of cities.

W

Wages – Payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.

Wants – Desires that can be satisfied by consuming a good, service or leisure activity.

West Africa – The western coast and immediate hinterland of sub-Saharan Africa; to include Niger, Mali, Ghana, and Nigeria; refers to the Mali, Songhai, and Ghana empires.

Appendix 2

Kindergarten through Third Grade Geography Locations Found in the Standards

Kindergarten	First Grade	Second Grade	Third Grade
<p>Equator North Pole South Pole His/her hometown Kansas</p>	<p>Kindergarten locations plus: United States Canada Mexico Atlantic Ocean Pacific Ocean</p>	<p>K-1 locations plus: Rocky Mountains Missouri River Gulf of Mexico Kansas City Wichita Topeka Washington, D.C.</p>	<p>K-2 locations plus: Four oceans: Pacific, Atlantic, Arctic, Indian Seven continents: North America, South America, Asia, Australia, Europe, Africa, Antarctica Los Angeles New York City Denver Chicago His/her county His/her neighboring cities His/her county seat</p>

Fourth through Sixth Grade Geography Locations Found in the Standards

Fourth Grade	Fifth Grade	Sixth Grade
<p>K-3 locations plus: Appalachian Mountains The Great Lakes 50 states Kansas River Arkansas River Mississippi River Atlanta Grand Canyon Gulf of California Mt. McKinley Puerto Rico Prime Meridian International Dateline Arctic Circle Antarctic Circle San Francisco Dallas Phoenix Seattle Everglades Yellowstone National Park Niagara Falls</p>	<p>K-4 locations plus: ▲ Atlantic Ocean ▲ Boston ▲ England ▲ France ▲ Italy ▲ North America ▲ Pacific Ocean ▲ Philadelphia ▲ Spain Caribbean Sea Yucatan Peninsula Germany Aleutian Islands Bering Strait Chesapeake Bay Hudson Bay Mexico City Montreal Netherlands Norway Ohio River Portugal Quebec City St. Lawrence River</p>	<p>K-5 locations plus: ▲ China ▲ Egypt ▲ Greece Central America Mediterranean Sea Nile River Persian Gulf ▲ Rome ▲ India Sahara Desert Saudi Arabia Adriatic Sea Aegean Sea Constantinople (Istanbul) Ganges River Himalaya Mountains Huan He (Yellow River) Indus River Jerusalem Mecca ▲ Mesopotamia (modern Iraq) Persia (modern Iran) ▲ Middle/South America Western Europe West Africa</p> <p style="text-align: right; vertical-align: top;"> Red Sea Tigris River Yangtze River Chile Brazil Peru Amazon River Andes Mountains</p>

Seventh and Eighth Grade Geography Locations Found in the Standards

Seventh Grade	Seventh Grade	Seventh Grade	Kansas History (7 or 8)*	Eighth Grade
K-6 locations plus: Amsterdam Argentina Cairo Cuba International Dateline Japan Kenya London Paris Rotterdam Scandinavian Peninsula South Africa Tropic of Cancer Tropic of Capricorn Beijing Berlin Black Sea Bosphorus Strait English Channel Geneva Hong Kong Iran Jordan Moscow Panama Canal	Singapore Suez Canal Alps Mountains Baghdad Baltic Sea Bering Sea Buenos Aires Caspian Sea Danube River Dominican Republic Gobi Desert Haiti Iberian Peninsula Johannesburg Lagos Lake Victoria Lisbon Madrid Morocco Mt. Everest New Delhi Niger River North Sea Ob River Philippines Po River	Pyrenees Mountains Rhine River Rio de Janeiro Russia Sea of Japan Seine River Strait of Gibraltar Sydney Thames River The Hague Ural Mountains Vancouver Volga River Yellow Sea Zaire River (formerly Congo River)	Abilene Arkansas River Dodge City Fort Hays Fort Larned Fort Leavenworth Fort Scott Garden City Goodland Hutchinson Kansas City Kaw River (Kansas River) Lawrence Manhattan Missouri River Salina Topeka Wichita Ogallala Aquifer *Please add locations important to your community or region.	Locations K-7 plus: Atlanta New Orleans Salt Lake City San Antonio Columbia River St. Louis Rio Grande Black Hills Continental Divide

High School Geography Locations Found in the Standards

High School World History	High School U.S. History
<p>Locations K-8 plus: Balkan Peninsula ▲ Beijing Berlin Black Sea Bosporus Strait ▲ English Channel Euphrates River Geneva Hong Kong ▲ India Iraq Israel Libya ▲ Moscow North Korea Pakistan ▲ Sahara Desert Saudi Arabia Singapore ▲ South Africa South Korea Suez Canal Tigris River Tokyo ▲ Venezuela Yangtze River</p>	<p>Locations K-World History plus: Harlem Pearl Harbor Philippines Nagasaki Hiroshima Cambodia Vietnam Normandy Omaha Beach Warsaw Poland Austria Hungary Czech Republic Slovakia Los Alamos, NM Oak Ridge, TN Birmingham, AL Selma, AL Montgomery, AL Little Rock, AR Detroit, MI</p>

Appendix 3

State Historic Sites to Tour with Students

The Five National Park Historic Sites Located in Kansas:

Brown vs. Board of Education National Historic Site
1515 SE Monroe Street
Topeka, KS 66612-1143
785-354-4273

Fort Scott National Historic Site
P.O. Box 918
Fort Scott, KS 66701-0918
Visitor Information: 620-223-0310

Fort Larned National Historic Site
RR 3 Box 69
Larned, KS 67550-9321
Visitor Information/Headquarters: 620-285-6911

Nicodemus National Historic Site
304 Washington Ave.
Bogue, KS 67625-3015
Visitor Information: 785-839-4233
Superintendent: 785-839-4321
Administration: 620-285-2896 x228

Tallgrass Prairie Preserve National Historic Site
P.O. Box 585, 226 Broadway
Cottonwood Falls, KS 66845 OR
Rt. 1 Box 14, Hwy 177

Strong City, KS 66869
Ranch Information Station: 620-273-8494
Headquarters/Administration: 620-273-6034

Presidential Library Located in Kansas:

The Dwight D. Eisenhower Library & Museum
200 Southeast Fourth Street
Abilene, KS 67410
785-263-6700

State History Museum:

Kansas Museum of History
6425 SW Sixth Avenue
Topeka, KS 66615-1099
785-272-8681

Appendix 4

State and National Resources

Kansas Organizations and Resources

Kansas State Department of Education (KSDE)
120 SE 10th Avenue
Topeka, KS 66612-1182
785-296-3201

Kansas Education Resource Center (KERC)
<http://www.kerc-ks.org>

Kansas Courts/Kansas Bar Association (KBA)
www.kscourts.org

Kids Voting Kansas
Topeka, KS 66601
785-271-2147
www.kidsvotingkansas.org

Kansas Council for Economic Education (KCEE)
<http://www.kcee.wichita.edu/k12.htm>

Kansas State Historical Society (KSHS)
www.kshs.org

Territorial Kansas Online
www.territorialkansasonline.org

Lewis and Clark in Kansas
www.lewisandclarkinkansas.org

National Archives in Kansas City
www.archives.gov/central-plains/kansas-city/index.html

Kansas Council for the Social Studies (KCSS)
<http://www.kcss.info/pages/1/index.htm>

Kansas Council for International Education in Schools (KCIES)
www.kansasintheworld.org

Kansas History Teachers Association (KHTA)
www.emporia.edu/socsci/khta/khta.htm

Kansas Heritage Center
1000 N. Second Avenue
P.O. Box 1207
Dodge City, KS 67801
316-227-1616
info@ksheritage.org

Kansas Geographic Alliance
www.fhsu.edu/kga