

**Social Studies Scope and Sequence
Louisburg USD #416 - Revisions**

tested

Grade 5	Social Studies 6	World Geography 7	Kansas History 7	American History 8	World Geography 10
Standard 1: Civics - Government					
Benchmark 1: Rule of Law					
B1 Rules of Law	Understands laws that must be followed by those in authority as well as those who are governed (limited government). 5-1.1.K1	Recognizes that every civilization has a form of law or order. 6-1.1.K1	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). 7-1.1.K1		
	Defines the rule of law as a legal principal that is easily understood, and can be applied to all, including those who are rule makers. 5-1.1.K2		▲ Compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, diversion). 7-1.1.A2		
			Evaluates the importance of the rule of law in protecting individual rights and promoting the common good. 7-1.1.A3		
Benchmark 2: Shared Ideals & Diversity					
B2 Shared Ideals & Diversity	Describes the principles contained in the Declaration of Independence and the Constitution of the US including the Bill of Rights.(e.g. the right to question the government, having a voice in government through representation) .5-1.2.K1		▲ (K) defines the rights guaranteed, granted, and protected by the state constitution and its amendments 7-1.2.K1		Explains the recurring problems and solutions involving minority rights (e.g., Title IX discrimination, affirmative action). 8-1.2.K1
	Compares how the Magna Carta, Mayflower Compact, Articles of Confederation and other similar documents influenced the				

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	development of American constitutional government. 5-1.2.K2					
	Explains the basic ideals of the American republican system(i.e. liberty, ◊justice, ◊equality of opportunity, ◊human dignity) 5-1.2.A3					
	▲ Identifies important founding fathers and their contributions (i.e., ◊George Mason, ◊Thomas Jefferson, ◊James Madison, ◊George Washington, ◊Benjamin Franklin, ◊Thomas Paine, ◊Samuel Adams, ◊John Adams) 5-1.2.K4					
Benchmark 3: Constitution Allocates Power						
B3 Constitution Allocates Power	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. 5-1.3.K1		Explains the three branches of Kansas government 7-1..3.K1		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 “by and for the people”) 8-1..3.K1	
	Defines the rights guaranteed, granted, and protected by the state and federal constitution and amendments including the Bill of Rights.		Explains how authority and responsibility are balanced between national and state governments in a federal system (e.g., property rights). 7-1..3.K2		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) 8-1..3.A2	
	Defines the separation of power and gives examples of how the power is limited (e.g. the President can		▲ (K) explains why separation of powers and a system of checks and balances are important to		▲ Explains how the United States Constitution can be changed through amendments 8-1..3.K3	

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	nominate a Supreme Court Justice but Congress has to approve). 5-1.3.K2		limit government. 7-1..3.3			
	Describes how the United States Constitution supports the principle of majority rule, but also protects the rights of the minority. 5-1.3.K3		(K) Describes how citizens, legislators, and interest groups are involved in a bill becoming a law at the state level. 7-1..3.K4		▲ (A) analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government. 8-1..3.A4	
	▲ Explains functions of the 3 branches of government. ◊legislature makes law; ◊executive – enforces law; ◊judicial- interprets law) 5-1.3.K4					
	Identifies the key ideas of the Preamble. 5-1.3.K5					
	Compares the steps of how a bill becomes a law at state and national levels.					
Benchmark 4: Active Civic Participant						
B4 Active Civic Participant	Understands that <i>rights</i> are personal, political and economic (e.g., personal: privacy, speech, <i>religion</i> ; political: holding public office, voting; economic: employment, owning property, <i>copyrights</i> and <i>patents</i>). 5-1.4.K1	▲ (A) Compares and contrasts the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the Modern United States. 6-1.4.A1	(A) Designs, researches and completes a civic project related to a public issues at the state or local level (e.g., designs and carries out a civic-oriented project). 7-1.4.A1		Compares the popular vote with the Electoral College as a means to elect government officials 8-1.4.K1	
	Understands that <i>privileges</i> require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be US citizen, residency). 5-1.4.K5		(K) Knows various procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, personal interview). 7-1.4.K2		Researches and analyzes a current issue involving rights from an historical perspective (e.g., civil rights, native Americans, organized labor). 8-1.4.A2	

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	Recognizes that <i>rights</i> require <i>responsibilities</i> of citizenship (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service). 5-1.4.K3					
	Identifies criteria and processes to attain naturalized citizenship (i.e., residence requirements, proof of moral character, required knowledge and skills.) 5-1.4.K1					
	Examines the steps necessary to become an informed voter (i.e., recognize issues and candidates, stands taken by candidates on issues, personal choice, voting). 5-1.4.K1					
	(K)Compares the methods by which we elect government officials (i.e., Electoral College, popular vote).					
	Compares the structure and functions of local, Kansas, and federal governments (i.e., make laws, carry out laws, enforce laws, manage conflicts, provide for the defense of the nation, sources of trading.)					
Benchmark 5: National and International Interactions						
B5 National and International Interactions	(A) Analyzes different choices of government types the United States had upon its founding.	▲ (K) identifies the basic features of system of government (i.e., ▲ republic, ▲ democracy, ▲ monarchy, ▲ dictatorship, ▲ oligarchy, and ▲ theocracy). 6-1.5.K1	Recognizes that cities are formed through a process of incorporation, establishing boundaries, creating a government, levying taxes. 7-1.5.K1		Examines government response to international affairs from a historical perspective (e.g., immigration, Spanish-American war). 8-1.5.A1	

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	Explains the key ideas of the Preamble.	(K) Describes the ways political systems meet or fail to meet the needs and wants of their citizens (e.g., republic, democracy, monarchy, dictatorship). 5.2	Identifies the types of local government (e.g., cities, townships, counties) 7-1.5.K2			
		K) Defines the characteristics of nations (e.g., territory, population, government, sovereignty). 6-1.5.K3	▲ 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) 7-1.5.K3			
			Researches the roles of people who make up local government (e.g., police, mayor/city manager, county commissioner, city council members, school board member). 7-1.5.A4			
			Understands the role of school board members 7-1.5.K5			
Standard 2: Economics						
Benchmark 1: Scarcity & Choices						
B1 Scarcity & Choices	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 the land). 5-2.1.K1	▲ Explains how scarcity of resources requires communities and nations to make choices about goods and services (i.e., ▲ what food to eat, ▲ where to locate, ▲ how to use land). 6-2.1.K1	Identifies substitutes (s) and complements (c) for selected goods and services (e.g., sod houses vs. wood houses (s), wagons vs. railroads (s); trains and rails (c), wagons and wheels (c). 7-2.1.K1		▲ Analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (i.e., ▲ price goes up and production goes down, ▲ consumption goes down and distribution is limited). 8-2.1.A1	
	◊ (A) Determines how unlimited wants and limited resources lead to choices that involve opportunity costs. Gives examples of choices the government must make with limited resources (i.e.,	Gives examples of international economic interdependence. (e.g., Europeans depended on the Far East for spices & tea; Far Easterners got silver and gem stones in return). 6-2.1.A.2	(K) Explains that how people choose to use resources has both present and future consequences. 7-2.1.K2			

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	highways, welfare, defense, education, social security.) 5-2.1.A2					
	Describes how specialization results in increased productivity (e.g., when a person in a town 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). 5-2.1.K3					
	Gives examples of economic interdependence at either the local, state, regional, or national level (i.e., Western settlers depended on the east for textiles, Easterners depended on the west for furs and hides 5-2.1.A4					
	Identifies an entrepreneur as one who organizes other economic resources.					
	Compares and contrasts government revenues and expenditures.					
Benchmark 2: U.S. Market Economy						
B2 U.S. Market Economy	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 time. 5-2.2.A1		(A) - (\$) 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). 7-2.2.A1		▲ (K) explains how relative price, people's economic decisions, and innovations influence the market system (i.e., ▲ cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; ▲ steamboat led to increased distribution of goods, which brought down	

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				prices of good and made 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). 8-2.2.K1	
	Uses the concept of trade-offs to make a decision.			(§) Describes the four basic types of earned income (e.g., wages and salaries, rent, interests, and profit). 8-2.2.K2	
	◊Identifies factors that change supply and demand for a product (i.e., ◊ technology changes (supply), ◊ invention of new and substitute goods (demand), ◊ climate and weather (supply or demand) 5-2.2.K2			(§) Explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, outsourcing). 8-2.2.K3	
	Describes how changes in supply and demand affect prices of specific products. 5-2.2.K3			▲ (§) describes the positive and negative incentives to which employees respond (i.e., ▲ wage levels, ▲ benefits, ▲ work hours, ▲ working conditions). 8-2.2.K4	

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Benchmark 3: Economic Systems						
B3 Economic Systems	(\$)	Understands that banks are institutions where people (individuals, families, businesses) save money and earn interest where people borrow money and pay interest. 5-2.3.K1	Recognizes the economic conditions under which trade takes place among people across nations (e.g., students recognize that trade takes place when people have wants or needs they cannot fulfill). 6-2.3.K1	▲ Describes examples of factors that might influence international trade. (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos.) 7-2.3.A1		Describes examples of specialized economic institutions found in market economies (e.g., corporations, partnerships, proprietorships, labor unions, banks, and non-profit organizations). 8-2.3.K1
	(\$)	Gives examples of how positive and negative incentives affect people's behavior (e.g., laws, such as the Stamp Act, Sugar Act; profit; product price, indentured servant). 5-2.3.A2	▲ Identifies barriers to trade among people across nations (i.e., ▲ treaties, ▲ war, ▲ transportation, ▲ geography). 6-2.3.K2	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). 7-2.3.K2		
		Recognizes barriers to trade among people across nations (e.g., quotas, tariffs, boycotts, geography). 5-2.3.K3		Gives examples of factors that might influence international trade (e.g., United States sanctions, weather, exchange rate, war, boycotts, embargos). 7-2.3.A3		
				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 of fear of disease, tariffs on Kansas wheat). 7-2.3.A4		
	Benchmark 4: Government Role					
B4 Government Role			Identifies goods and services provided by local, state, national governments (e.g., transportation, education, funding, defense). 7-2.4.K1		Gives examples of how monopolies affect consumers, the prices of goods, laborers (workers), and their wages. (e.g., monopolistic employers and development of labor unions; oil, steel, and	

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					railroad monopolies; and anti-trust laws). 8- 2.4.K1	
			Examines relationship between local and state revenues and expenditures (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force). 7-2.4.A2			
Benchmark 5: Effective Decisions						
B5 Effective Decisions	▲ Determines the costs and benefits of a spending, saving, or borrowing decision. 5-2.5.A1	(\$) Determines the costs and benefits of a spending, saving, or borrowing decision. 6-2.5.A1	▲ (\$) compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services. 7-2.5.A1		(\$) Explains how saving accumulation is influenced by the amount saved, the rate of return and time. 8-2.5.K1	
	(\$) Recognizes that supply and demand for workers in various careers affect income. 5-2.5.K2	(\$) Explains that budgeting requires trade-offs in managing income and spending. 6-2.5.K.2	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). 7-2.5.K2		(\$) Determines the opportunity cost of decisions related to a personal finance plan or budget 8-2.5.A2	
		Identifies the opportunity cost that resulted from a spending decision. 6-2.5.K3				
		(\$) Analyzes how supply of and demand for workers in various careers affect income. 6-2.5.A4				

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Standard 3: Geography						
Benchmark 1: Geographic Tools & Location						
B1 Geographic Tools And Location	Explains and uses map titles, symbols, cardinal directions and intermediate directions, legends, latitude and longitude. 5-3.1.A1	▲ Explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude. 6-3.1.A1	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). 7-3.1.K1		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). 8-3.1.K1	▲ 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 (i.e., ▲ Balkan Peninsula, ▲ Beijing, ▲ Berlin, ▲ Black Sea, ▲ Bosphorus 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). 10.3.1.K1
	◇ Locates major physical and political features of Earth from memory (i.e., ◇ Boston, ◇ England, ◇ Italy, ◇ Spain, ◇ Atlantic Ocean, ◇ Pacific Ocean, ◇ North America, ◇ Appalachian Mountains, ◇ Philadelphia). 5-3.1.K2	Locates major physical and political features of Earth from memory (e.g., see Appendix 2 for list of items). 6-3.1.K.2	Develops and uses different kinds of maps, globes, graphs, charts, databases, and models. 7-3.1.A2		Creates maps, graphs, charts, databases and/or models to support their historical research. 8-3.1.A2	▲ Interprets maps and other graphic representations to analyze United States and world events (i.e., ▲ suburban areas vs. inner cities, ▲ development vs. conservation, ▲ land use in the world or local community, ▲ nuclear waste disposal, ▲ relocation of refugees). <i>United States history</i> 10.3.1.A2
		Identifies major patterns of world populations, physical features, ecosystems, and cultures using historic and	Uses mental maps of Kansas to answer questions about the location of physical and human			Analyzes ways in which mental maps influence past, present, and future decisions about location,

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		contemporary geographic tools (e.g., maps, illustrations, photographs, documents, data). 6-3.1.A.3	features (e.g., dryer in the West; major rivers; population centers; major cities of Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and Highways: I-70). 7-3.1.A3			settlement, and public policy (e.g., building sites, planned communities, settlement sites). 10.3.1.A3
			(A) 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). 7-3.1.A4			(A) Produces maps and other geographic representations, using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, GIS and other databases, questionnaires). 10.3.1.A4
			(A) 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). 7-3.1.A5			
Benchmark 2: Places & Regions						
B2 Places & Regions	Identifies the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies (e.g., location, climate, resources). 5-3.2.K1	Identifies types of regions (e.g., climatic, economic, cultural). 6-3.2.A1	Identifies and compares the physical characteristics of world regions (e.g., locations, landscape, climate, vegetation, resources). 7-3.2.A1		Identifies and explains the changing criteria that can be used to define a region (e.g., North, South, Border States, Northwest Territory). 8-3.2.K1	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). 10.3.2.A1
	Identifies the human characteristics of the New England Colonies, Middle	Describes how places and regions may be identified by cultural symbols (e.g.,	Identifies and compares the human characteristics of world regions (e.g., people,		Identifies and explains the changing criteria that can be used to define a region	▲ Explains the factors that contribute to human changes in regions (i.e.,

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Colonies, and Southern Colonies (e.g., national origins, religion, customs, government, agriculture, industry and architecture). 5-3.2.K2	Acropolis in Athens, Muslim minaret, Indian sari). 6-3.2.K2	religion, language, customs, government, agriculture, industry, architecture, arts, education). 7-3.2.A2		(e.g., North, South, Border States, Northwest Territory). 8-3.2K.2	▲ technology alters use of the place, ▲ migration changes cultural characteristics, ▲ political factors). <i>World history</i> 10-3.2.K2
	▲ Identifies and describes the location, landscape, climate, and resources of early world civilization (i.e., ▲ Mesopotamia, ▲ Egypt, ▲ India, ▲ China, ▲ Greece, ▲ Rome, ▲ Meso-America, Western Europe, West Africa, Japan). 6-3.2.K3	Identifies and explains how Kansas, U.S., and world regions are interdependent (e.g., through trade, diffusion of ideas, human migration, international conflicts and cooperation). 7-3.2.K3			▲ Recognizes how regional identity both unifies and delineates groups of people. <i>United States History</i> 10-3.2.K3
	Compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education). 6-3.2.A4	▲ Identifies the various physical and human criteria that can be used to define a region (i.e., ▲ physical: mountain, coastal, climate; ▲ human: religion, ethnicity, language, economic, government). 7-3.2.K4			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). 10-3.2.A4
	Traces the spread (diffusion) of something from one region or center of civilization to other regions of the world (e.g., people, goods, and ideas) 6-3.2.A5	Identifies ways technology or culture has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development). 7-3.2.K5			▲ (A) analyzes the ways in which people’s perception of places and regions affect their decisions (i.e., ▲ land use, ▲ property value, ▲ settlement patterns, ▲ job opportunities). <i>United States history</i> 10-3.2.A5
		Explains the effects of a label on the image if a region (e.g., Tornado Alley, Sun Belt, The Great “American” Desert). 7-3.2.A6			

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Benchmark 3: Physical Systems						
B3 Physical Systems	Identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests, solar and wind power). 5-3.3.K1	Explains the distribution patterns of ecosystems within hemispheres to define climatic regions. 6-3.3.K1	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). 7-3.3.K1			Analyzes the patterns of physical processes and affect on humans (e.g., weather patterns, earthquakes, drought, desertification). 10-3.3.A1
		Identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests). 6-3.3.K2	Explains patterns in the physical environment in terms of physical processes (e.g., plate tectonics, glaciation, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation). 7-3.3.K2			Analyzes the distribution of ecosystems by examining relationships between soil, climate, plant, and animal life. 10-3.3.A2
			Describes the characteristics of ecosystems in terms of their biodiversity (e.g., food chains, plant and animal communities, grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, marine environments). 7-3.3.K3			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). 10-3.3.K3
			Explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters). 7-3.3.K4			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). 10-3.3.A4

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Benchmark 4: Human Systems						
B4 Human Systems	Explains reasons for variations in population distribution (e.g., environment, migration, government policies). 5-3.4.A1	Examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates). 6-3.4.A1	Describes and analyzes population characteristics through the use of demographic concepts (e.g., population pyramids, birth/death rates, population growth rates, migration patterns). 7-3.4.A1		▲ Evaluates demographic data to analyze population characteristic in United States over time (i.e., birth/death rates, population growth rates, migration patterns, rural and urban 8-3.4.A1	▲ Identifies trends of population growth and migration in response to environmental, social, economic, political, or technological factors (i.e., ▲ stress on infrastructure, ▲ impact on environment, ▲ cultural diffusion, ▲ socio-economic changes and pressures). <i>United States history</i> 10-3.4.A1
	◇ Identifies the push/pull factors (causes) of human migration (i.e., ◇ push: war, famine, lack of economic opportunity; ◇ pull: religious freedom, economic opportunity, joining family or friends). 5-3.4.A2	.▲ Describes the forces and processes of conflict and cooperation that divide or unite people (i.e., ▲ 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). 6-3.4.K2	Explains how the spread of cultural elements results in distinctive cultural landscapes (e.g., religion, language, customs, ethnic neighborhoods, foods). 7-3.4.K2		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). 8-3.4.A2	Analyzes how communication and transportation facilitate cultural interchange (e.g., nationalism, ethnic pride, cross-cultural adaptation, popularity of ethnic foods). 10-3.4.A2
	Describes the effects of human migration on place and population (e.g., population shifts, conflicts, acculturation; diffusion of ideas, diseases, crops and culture). 5-3.4.K3		▲ Identifies the geographic factors that influence world trade and interdependence (i.e., ▲ location advantage, ▲ resource distribution, ▲ labor cost, ▲ technology, ▲ trade networks and organization 7-3.4.K3		Compare cultural elements that created the distinctive cultural landscapes during the civil war (e.g., technology, crops, housing types, agricultural methods, settlement patterns). 8-3-4-K3	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). 10-3.4.A3
	Describes factors that influence and change the location and distribution of economic activities (e.g., resources, technology,				Identifies the geographic factors that influenced United States interdependence of the world in 19th century (e.g.,	Analyzes the purpose and characteristics of settlements (e.g., village vs. town vs. city, cities in developing vs. developed

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	transportation and government). 5-3.4.K4				location advantage, resource distribution, labor cost, technology, trade networks). 8-3-4K4	countries, rise of megalopolis edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation technology, increasing number of ethnic enclaves). 10-3.4.A4
	Understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation). 5-3.4.A5					▲ 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 (i.e., ▲ regional planning districts, ▲ free-trade zones, ▲ trade partnerships, ▲ disputes resulting from national, ethnic, religious, economic differences, ▲ conflicts between internal interests and external forces, ▲ emerging democracies, ▲ NATO, ▲ U.N. Treaties). <i>World history</i> 10-3.4.K5
Benchmark 5: Human-Environment Interactions						
B5 Human- Environment Interactions	Examines varying viewpoints regarding use (e.g., American Indian v European Settler, past v present). 5-3.5.A1	Explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Roman aqueducts, clearing the vegetation of the hillsides by the Greeks, dikes on the Nile and on the Mesopotamia raising the level of the river, terracing in Middle America and Asia). 6-3.5.A1	▲ Identifies ways in which technologies have modified the physical environment of various world cultures (i.e., ▲ dams, ▲ irrigation, ▲ roads, ▲ plow, ▲ bridges, ▲ aqueducts, ▲ levees). 7-3.5.K1		Examines how human beings removed barriers to settlement by moving needed resources across the United. 8-3-5-A1	▲ Examines the impact that technology has on human modification of the physical environment (i.e., ▲ capacity to support human activity, ▲ recycling, ▲ clear cut logging, ▲ construction on flood plains, ▲ strip-mining, ▲ desert settlements, ▲ over-fishing, ▲ internal combustion engines, ▲ toxic waste, ▲ modern farming practices). <i>World history</i> 10-3.4.A1

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Identifies the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples (e.g., compass for navigation, water power, steel plow). 5-3.5.K2	Describes the impact of natural hazards on people and their activities (e.g., floods; Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions-Mt. Vesuvius). 6-3.5.K2	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). 7-3.5.K2			▲ Examines alternative strategies to respond to constraints placed on human systems by the physical environment (i.e., ▲ irrigation, ▲ terracing, ▲ sustainable agriculture, ▲ water diversion, ▲ aquaculture, ▲ alternative uses for marginal land, seawalls, earthquake-resistant construction). <i>World history</i> 10-3.4.A2
					▲ Discusses the pros and cons of specific policies and programs for resource use and management (i.e., ▲ EPA, ▲ building restrictions, ▲ mandated recycling, ▲ grazing). <i>United States history</i> 10-3.5.A3
	(A) Explains the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer). 6-3.5.A3				
	(A) explains the relationship between resources and the exploration, colonization and settlement patterns of different world regions (e.g., mercantilism, imperialism, and colonialism). 6-3.5.A4				

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Standard 4: Kansas, United States and World History						
Benchmark 1: Contributions						
B1 Contributions	<p>◊ Explains how various American Indians adapted to their environment in relationship to shelter and food (i.e., ◊Plains, ◊Woodland, ◊ Northwest Coast, ◊Southeast, and ◊Pueblo cultures in the period from 1700-1820). 5-4.1.K1</p>	<p>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) 6-4.1.K1</p>		Kansas before 1854	United States early years	
	<p>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). 5-4.1.A2</p>	<p>▲ Compares the origin and accomplishments of early river valley civilizations (i.e., ▲ Tigris and Euphrates (Mesopotamia), ▲ city-states, ▲ Hammurabi’s code; ▲ Nile Valley-Pharaoh, ▲ centralized government, ▲ Indus Valley (India)-Mohenjo Daro, ▲ Huang He (China): Shang Dynasty. 6-4.1.A2</p>		<p>Describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas. 7-4-1-A2</p>	<p>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). 8-4-1-K2</p>	
	<p>◊ Compares the motives and <i>technology</i> that encouraged European exploration of the Americas (i.e., motives: <i>trade</i>, expansion, wealth, discovery: ◊technology: improved ship building, sextant, cartography). 5-4.1.A3</p>	<p>Explains central beliefs of early religions (e.g., polytheistic, monotheistic, animism). 6-4.1.K3</p>		<p>Explains how Stephen H. Long’s classification of Kansas as the “Great American Desert” influenced later United States government policy on American Indian relocation. 7-4-1-K3</p>	<p>Describes the impact of the War of 1812 (e.g., nationalism, political parties, foreign relations). 8-4-1..3</p>	
	<p>Examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease). 5-4.1.A4</p>			<p>▲ Analyzes the impact of the Indian Removal Act of 1830 on the way of life for Kickapoo, Sac and Fox, Iowa, Delaware, Pottawatomie, Shawnee tribes relocated to Kansas (i.e., ▲ loss of land and</p>	<p>▲ Discusses the impact of constitutional interpretation during the era (i.e., ▲ Alien and Sedition Act, ▲ Louisiana Purchase, ▲ Marshall Court [Marbury v. Madison] ▲ McCullough vs. Maryland (1819)).</p>	

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			customary resources, ▲ disease and starvation, ▲ assimilation, ▲ inter-tribal conflict). 7-4-1-A3	8-4-1-A4	
			(K) 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 Ft. Riley). 7.4.1.K5	▲ Analyzes how territorial expansion of the United States affected relations with external powers and American Indians (i.e., ▲ Louisiana Purchase, ▲ concept of Manifest Destiny, ▲ previous land policies-Northwest Ordinance, ▲ Mexican-American War, ▲ Gold Rush). 8-4-1-A5	
				▲ Explains how the Industrial Revolution and technological developments impacted different parts of American society (i.e., ▲ interchangeable parts, ▲ cotton gin, ▲ railroads, ▲ steamboats, ▲ canals). 8-4-1-A6	
				Defines and gives examples of issues during 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 Policy). 8-1-4-K7	
				Analyzes the development of nativism as a reaction to waves of Irish and German immigrants. 8-1-4-K8	
				Explains the impact on American society of religious, social, and philosophical reform movements of the early 19 th	

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					century (e.g., abolitionism, education, mental health, women's rights, temperance). 8-1-4-A9	
Benchmark 2: Experiences						
B2 Experiences	Explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec). 5-4.2.K1	▲ Compares and contrasts characteristics of classic Greek government (i.e., ▲ city-states, ▲ slavery, ▲ rule by aristocrats and tyrants, ▲ Athens: development of democracy, ▲ Sparta: city's needs come first). 6-4.2.K1		Kansas 1854-1865 Describes the concept of popular sovereignty under the Kansas-Nebraska Act and its impact on developing a state Constitution. 7.4.2.A1	Causes/effects of Civil War Explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification). 8-4.2.K1	
	Maps the patterns of colonial settlement (e.g., British, French, Spain and Indigenous populations). 5-4.2.A2	Describes the significant contributions of ancient Greece to western culture (e.g., Philosophy: Socrates, Plato, Aristotle, literature/drama: Homer, Greek Plays, architecture, sculpture). 6-4.2.K2		▲ Describes how the dispute over slavery shaped life in Kansas Territory (i.e., ▲ border ruffians, ▲ bushwhackers, ▲ jayhawkers, ▲ the Underground Railroad, ▲ free staters, ▲ abolitionists). 7-4-2-K2	Discusses the impact of constitutional interpretation during the era (e.g., Dred Scott, Plessy v. Ferguson, Lincoln Suspension of Habeus Corpus). 8-4.2.A2	
	◊Compare and contrast political and economic structures in the New England, Middle and Southern Colonies (i.e., ◊political: House of Burgesses, town meetings, colonial forms of representation; ◊economics: agriculture and <i>trade</i>) 5-4.2.A3	(K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire). 6-4.2.K3		▲ (A) analyzes the importance of "Bleeding Kansas" to the rest of the United States in the years leading up to the Civil War (i.e., ▲ national media attention, ▲ caning of Senator Charles Sumner, ▲ Emigrant Aid Societies, ▲ Beecher Bible and Rifle Colony, ▲ poems of John Greenleaf Whittier, John Brown). 7-4-2-A3	▲ Rretraces events that led to sectionalism and eventually secession prior to the Civil War (i.e., ▲ Missouri Compromise, ▲ Compromise of 1850, ▲ Kansas-Nebraska Act/popular sovereignty, ▲ The publication of <i>Uncle Tom's Cabin</i>). 8-4-2-K3	
	Compare and contrasts the impact of European settlement from an American Indian and European point of view. 5-2.4.A4	▲ Describes key characteristics of classical Roman government (i.e., ▲ Roman Republic: senate, consuls, veto, written law – ▲ Roman Empire:		Describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel	Explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights). 8-4-2-A4	

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	emperors, expansion). 6-4.2.K4		Jones, David Atchison, Andrew H. Reeder). 7-4-2-K4		
Analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life). 5-4.2.A5	Analyzes the reasons for the decline and fall of the Roman Empire. 6-4.2.A5		Analyzes the Wyandotte Constitution with respect to the civil rights of women and African Americans. 7-4-2-A5	▲ Describes the turning points of the Civil War (i.e., ▲ Antietam, ▲ Gettysburg, ▲ Emancipation Proclamation, and ▲ Sherman's March to the Sea). 8-4-2-K5	
Explains the causes and effects of the French and Indian War on the American Revolutionary period. 5-4.2.K6	▲ Examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam. 6-4.2.A6		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). 7-4-2-K6	Compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Lee vs. Grant, Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chesnut). 8-4-2-A6	
Explains the impact of religious freedom. 5-4.2.K7	Traces the development and spread of Christianity 6-4.2.A7			Compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, President Johnson). 8-4-2-A7	
	Describes key cultural accomplishments of Classical India (i.e., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism). 6-4.2K.8			Discusses the impeachment and trial of President Andrew Johnson (e.g., constitutional powers and Edmund G. Ross). 8-4-2-K8	
	▲ Describe key accomplishments of ancient China (i.e., ▲ Great Wall of China, ▲ Shi Huangdi, ▲ dynastic cycle, ▲ Mandate of Heaven, ▲ Taoism, ▲ Confucianism, ▲ civil service). 6- 4.2.K9			▲ Analyzes the impact of the end of slavery on African Americans (i.e., ▲ Black Codes, ▲ sharecropping, ▲ Jim Crow, ▲ Amendments 13, 14, and 15, ▲ Frederick Douglass, ▲ Ku Klux Klan, ▲ Exodusters). 8-4-2-K9	

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Benchmark 3: History						
B3 History	◇ Describes the causes of the American Revolution (i.e., ◇Proclamation of 1763, ◇Intolerable Acts, ◇Stamp Act, ◇Taxation without representation). 5-4.3.K1	Describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca civilizations. 6-4.3.K1		Kansas 1860-1870 ▲ Describes the reasons for tension between the American Indians and the United States government over land in Kansas (i.e., ▲ encroachment on Indian lands, ▲ depletion of the buffalo and other natural resources, ▲ the Sand Creek massacre, ▲ broken promises). 7-4-3-K1	Industrial Era	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). 8-4-3-A1
	◇ Explains the significance of important groups in the American Revolution (i.e., ◇Loyalists, ◇Patriots, ◇Sons of Liberty). 5-4.3.K2	Describes the governmental/political, social, and economic institutions and innovations of Byzantine Empire. 6-4.3.K2		Describes the United States government’s purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, resources). 7-4-3-K2	▲ Explains the impact of the railroad on the settlement and development of the West (i.e., ▲ transcontinental railroad, ▲ cattle towns, ▲ Fred Harvey, ▲ town speculation, ▲ railroad land, ▲ immigrant agents). 8-4-3-A2	
	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). 5-4.3.A3	Describes the political and economic institutions of medieval Europe (e.g., feudalism, Magna Carta, Christendom, rise of towns and trade). 6-4.3.K3		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). 7-4-3-A3	Describes Federal American Indian policy after the Civil War (e.g., Dawes Act, Boarding Schools, forced assimilation). 8-4-3-K3	
	Discusses the international support for the American Revolution (e.g., French, Lafayette). 5-4.3.K4	Describes Japanese feudalism and compare to European feudalism. 6-4.3.K4		Traces the migration patterns of at least one European ethnic group to Kansas (e.g., English, French, Germans, German-Russians, Swedes). 7-4-3-A4	Explains American Indians’ reactions to encroachment on their lands and the government response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee).	

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	Discussed the strengths and weaknesses of the Articles of Confederation. 5-4.3.K5	Explains why Islam spread into Europe, Asia, and Africa (i.e., geographic, economic, political reasons). 6-4.3.A5		▲ Describes the reasons for the Exoduster movement from the South to Kansas (i.e., ▲ relatively free land, ▲ symbol of Kansas as a free state, ▲ the rise of Jim Crow laws in the South, ▲ promotions of Benjamin “Pap” Singleton). 7-4-3-K5	8-4-3-K4 Explains how the rise of big business, heavy industry, and mechanized farming transformed American society. 8-4-3-K5	
	◇ Describes how the Constitutional Convention led to the creation of the United States Constitution (i.e., ◇Great Compromise, 3/5 Compromise). 5-4.3.K6	Discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature). 6-4.3.A6		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). 7-4-3-K6	Interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19 th century 8-4-3-A6	
	◇ Recognizes the importance of the presidency as it was defined by George Washington (i.e., ◇leadership qualities, ◇ balance of power, ◇setting the precedent, ◇ cabinet selection, ◇term limits). 5-4.3.K7	Explains the impact of Mongol Empires (e.g., trade routes, “Silk Road”, horse, Ghengis Khan). 6-4.3.K7		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). 7-4-3-A7	Compares and contrasts the experiences of immigrants in urban versus rural settings. 8-7-3-A7	
	Explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance 1785, the Northwest Ordinance of 1787. 5-4.3.K8					

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Benchmark 4						
B4	<i>Historical thinking skills</i> ◇ Uses historical timelines to trace the cause and effect relationships between events in the places during the same time period (i.e., ◇Colonial America and ◇England 5-4.4.A1	<i>Historical thinking skills</i> ▲ Examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (i.e., ▲ spread of ideas and innovation, ▲ rise and fall of empires). 6-4.5.1		Kansas 1880-1920 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). 7-4-4-A1	<i>Historical Thinking Skills</i> Examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect. 8-4-4-A1	
	Examines multiple primary resources to understand point of view of a historical figure. 5-4.4.A2	Examines a variety of different types 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). 6-4.5.2		▲ (K) Describes the development of Populism in Kansas (i.e., ▲ disillusionment with big Eastern business, ▲ railroads, ▲ government corruption, ▲ high debts and low prices for farmers). 7-4-4-A2	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). 8-4-4-A2	
	Locates information using a variety of sources to support a thesis statement. 5-4.4.A3	(A) uses at least three primary sources to interpret a person or event from World history to develop a historical narrative. 6-4.5A.3		(K) Explains the accomplishments of the Progressive movement in Kansas (e.g., regulating the sale of stocks and bonds, workman’s compensation, inspection of meat processing plants, public health campaigns, prohibition). 7-4-4-K3	Uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative. 8-4-4-A3	

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Grade 5	Social Studies 6	World Geography 7	Kansas History 7	American History 8	World Geography 10	
	Uses information including primary source to debate a problem of historical issue. 5-4.4.A4	Compares different descriptions of the same event in World history to understand how different people might interpret historical event differently. 6-4.5.A4		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). 7-4-4-K4	Compares different descriptions of the same event in United States history to understand how different people might interpret historical event differently. 8-4-4-A4	
	Observes and draws conclusions. 5-4.4.A5			Describes the significance of farm mechanization in Kansas (e.g., increased farm size and production, specialized crops, population redistribution). 7-4-4-K5		
	Uses research skills (e.g., discusses ideas, formulates broad and specific questions, determines a variety of sources, locates appropriate information, records information, organizes and shares information in both oral and written form, evaluates relevant information to interpret a historical person or event in history and notes the source of information). 5-4.4.A6			Explains the significance of the work of entrepreneurial Kansans on the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Oliver Beech, Lloyd Stearman). 7-4-4-K6		
				Describe the contributions made by Mexican immigrants to agriculture and the railroad industry. 7-4-4-A7		

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Benchmark 5						
B5				<p style="text-align: center;">Kansas 1930-1940</p> <p>▲ (A) compares agricultural practices before and after the dust storms of the 1930s (i.e., ▲ rotation of crops, ▲ shelter belts, ▲ irrigation, ▲ terracing, ▲ stubble mulch). 7-4-5-A1</p>		
				<p>(A) Uses local resources to describe conditions in his/her community during the Great Depression. 7-4-5-A2</p>		
				<p>(A) Researches the contributions of Kansans during the 1930s & 1940s (e.g., Amelia Earhardt, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen). 7-4-5-A3</p>		
				<p>(K) Summarizes the effects of New Deal programs on Kansas life. 7-4-5-K4</p>		
				<p>(K) Explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices). 7-4-5-K5</p>		

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Benchmark 6						
B6				<p style="text-align: center;">Kansas since 1950</p> <p>(K) Analyzes how the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case Brown v. Topeka Board of Education and how it continues to impact the nation. 7-4-6-K1</p>		
				<p>(K) Describes major flood control projects in the 1950s. 7-4-6-K2</p>		
				<p>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. 7-4-6-A3</p>		
				<p>Analyzes the effect of rural depopulation and increased urbanization and suburbanization on Kansas. 7-4-6-A4</p>		
				<p>Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, community, organizations, jobs, the fall of Southeast Asian governments). 7-4-6-K5</p>		
				<p>Identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global economy, water issues, school funding). 7-4-6-K6</p>		

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Benchmark 7						
B7				<i>Historical Thinking Skills</i> Analyze changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas History. 7-4-7-A1		
				▲ examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (i.e., ▲ census records, ▲ diaries, ▲ photographs, ▲ letters, ▲ government documents). 7-4-7-A2		
				Uses at least three primary sources to interpret the impact a person or event from Kansas history to develop an historical narrative. 7-4-7-A3		
				Compares different descriptions of the same event in Kansas history to understand how different people might interpret historical events differently. 7-4-7-A4		
Objectives	<i>74 objectives</i>	<i>52 objectives</i>	<i>46 objectives</i>	<i>35 objectives</i>	<i>55 objectives</i>	<i>21 objectives</i>

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