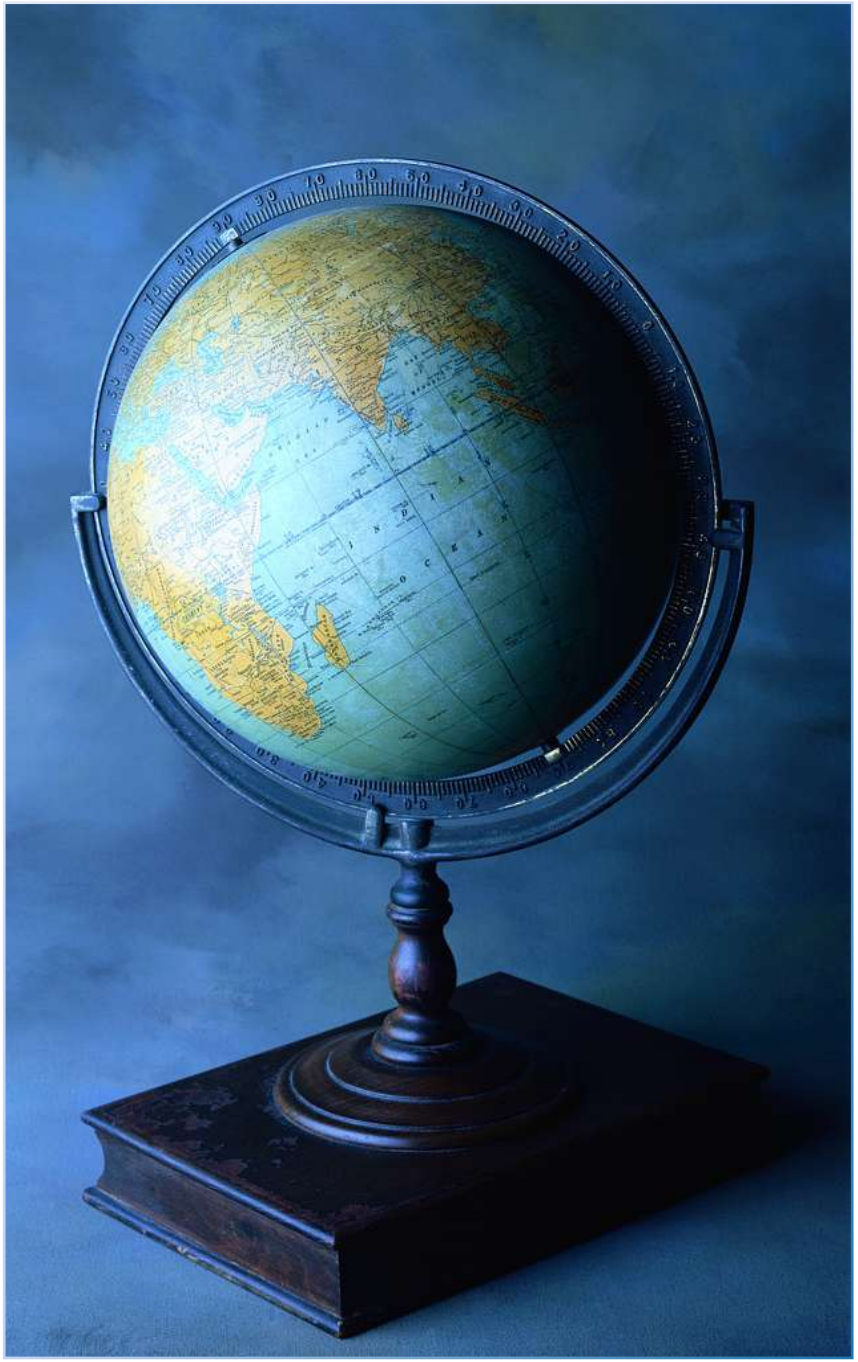
KANSAS HISTORY GOVERNMENT

Extended Standards



Kansas State Department of Education
Special Education Services
Revised May, 2010

Kansas State Board of Education

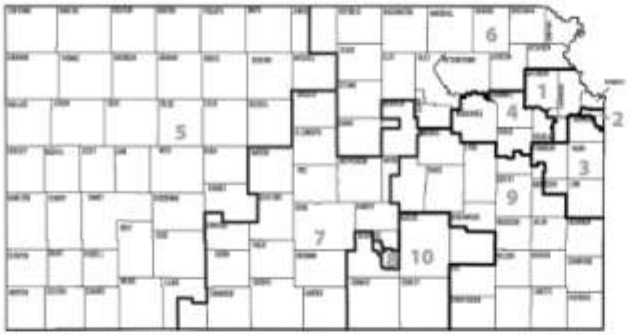
120 S.E. 10th Avenue • Topeka, Kansas 66612-1182

Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

Kansas State Board of Education
Adopted 5/2009



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Introduction

This document is the revised edition of the *Kansas Extended History-Government Standards* that align with the grade level *Kansas Curricular History-Government Standards*. These revised standards were developed by a number of educators, administrators, and education consultants during the summer of 2008. The focus of the group was to revise the current extended History-Government standards in support of the general education History-Government standards at the student's grade level.

The Kansas Extended History-Government Standards guide the direction of instruction and the development of Individualized Education Program (IEP) goals for students Grades 6, 8, and High School who are eligible to take the *Kansas Alternate Assessment (KAA).* These extended standards are designed for students who require substantial adjustments in the general education History-Government curriculum in order to participate with their nondisabled peers. When using this document, it is important for students' IEP teams to remember the extended History-Government standards, benchmarks, and indicators are taught at the appropriate grade level using chronologically age appropriate contexts and academic materials.

Individuals with Disabilities Education Improvement Act (IDEA, 2004) Background

> *Section 614(d)(VI)(bb)*: "if the IEP Team determines that the child shall take an alternate assessment on a particular State or district wide assessment of student achievement, a statement of why – (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;"

Accordingly, the Kansas Extended History-Government Standards were developed to be consistent with the general History-Government standards for the purpose of ensuring that the education of all students, including those with the most significant disabilities, is uniform with goals and standards for students without disabilities as established by the Kansas State Board of Education (KSBE). Furthermore, Kansas is required to develop an alternate assessment for students with disabilities who are unable to participate in regular state and district assessments. In keeping with this requirement, the extended standards serve as the basis for the development of the Kansas Alternate Assessment (KAA).

> *Section 611(1)(16)(A)*: In general – All children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicted in their respective individualized education programs.
> (C)(i) In general – The state (or, in the case of a district wide assessment the local education agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments.
> (ii) Requirements for Alternate Assessments – The guidelines under this clause (i) shall provide for alternate assessments that – (I) are aligned with the State's challenging academic content standards and challenging student academic achievement standards;
> (iii) Conduct of alternate Assessments – The state conducts the alternate assessments described in the subparagraph.

Title 1 – No Child Left Behind Act (NCLB, 2001) Background

> *34 C.F.R. 200 1(d): Alternative academic achievement standards.* For students under section 602(3) of the Individuals with Disabilities Education Act with the most significant cognitive disabilities who take an alternate assessment, a State may through a documented and validated standards setting process, define alternate academic achievement standards, provided those standards—
> (1) Are aligned with the State's academic content standards;
> (2) Promote access to the general curriculum; and
> (3)Reflect professional judgment of the highest achievement standards possible.

Kansas is required to hold all students to the same standards except that these regulations permit States to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. For the content area of History-Government, these standards are titled, The Kansas Extended History-Government Standards. Alternate achievement standards are acceptable only for the small number of students with the most significant cognitive disabilities. The use of "highest learning standards possible" is intended to reflect the alternate achievement standards should be no less challenging for students with the most significant cognitive disabilities than for their peers without disabilities.

Definitions

The following definitions clarify the four levels of this extended standards document. These definitions are closely aligned with the definitions that are used in The Kansas Curricular History-Government Standards.

Standard

A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Example of a Standard:

The student uses a working knowledge in understanding of governmental systems of the United States and other nations with an emphasis on the U. S. Constitution, the necessity for the rule of law, the civic value of the American people, and the rights, privileges, and the responsibilities of being an active participant of the democratic process.

Benchmark

A benchmark is a specific statement of what a student should know and be able to do. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are listed in hierarchical order under a standard.

Example of a Benchmark:

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

Indicator

An indicator is a statement of the knowledge or skills that a student demonstrates in order to meet a benchmark. Indicators are important in understanding the benchmarks and standards. Where possible, the indicators are listed in hierarchical order under a benchmark that progress from lower-level to higher-level indicators.

Example of an Indicator:

The student compares and contrasts the rights of people living in ancient Greece (Sparta and Athens) and Classic Rome with the modern United States.

Clarifying Examples

Clarifying examples propose how a student might demonstrate a skill listed in the indicator in an academic setting. Clarifying History-Government examples are not listed in hierarchical order. The clarifying History-Government examples are closely related to the Present Levels of Academic Achievement and Functional Performance [PLAAFP (IDEA, 2004)]. These general areas are those in which the student receives instruction to practice, maintain, and generalize skills. The clarifying examples provide a clear connection between the standards and instructional practice.

Example of a Clarifying Example:

Academic: The student demonstrates understanding of the qualities of a law abiding citizen.

Abbreviations for General and Extended History-Government Indicators

General: SS.6.1.4.1a means (SS) History-Government, (6) 6th Grade, (1) Standard 1, (4) Benchmark 4, (1a) Indicator 1a

Extended: ESS.1.1.1 means (ESS) Extended History-Government, (1) Standard 1, (1) Benchmark 1, (1) Indicator 1. The extended benchmarks and indicators are hierarchical or increase in skill complexity. For example, Extended Indicator 10 is a more complex skill than Extended Indictor 4.

Use of This Document

This document may be used for a variety of purposes to assist Kansas' teachers in planning local curriculum and assessments for students with significant cognitive disabilities in History-Government. *The Kansas Extended History-Government Standards* document is intended to provide a curricular focus; it is not a state-mandated curriculum. In addition, the document provides a resource that can be used in developing the student's IEP.

Educators should use this document to:

- serve as a guide for instruction,
- use as a guide for developing IEP goals,
- select extended History-Government indicators to be assessed on *The Kansas Alternate Assessment*; and
- understand what is assessed in each grade level on *The Kansas State General Assessments*.

Chapter 1

Grade Level Aligned
General & Extended History-Government Standards

5th Grade - Government, Economics, Geography, & History

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. 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 the democratic process.

General Indicator	Extended Indicators
SS.5.1.2.4k ▲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).	ESS.1.1.3 describes government in terms of people and groups who make, apply, and/or enforce laws for others in their family, school, and community ESS.1.2.1 identifies the various symbols used to depict shared American values, principles, or beliefs
SS.5.1.3.4a ▲explains the functions of the three branches of federal government (e.g., legislative, makes laws, executive-enforces laws, judicial-interprets laws).	ESS.1.1.3 describes government in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community ESS.1.2.1 identifies the various symbols used to depict shared American values, principles, or beliefs ESS.1.3.2 identifies the roles of the U.S. government, the three branches, and/or the people in those branches

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.5.2.2.2k ▲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).	ESS.2.1.2 demonstrates understanding that providers must receive something (i.e., money) for exchange of goods or services ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices
SS.5.2.5.1a ▲**($)** determines the costs and benefits of a spending, saving, or borrowing decision.	ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.5.3.1.2k ▲locates major physical and political features of Earth from memory (e.g., ▲Boston, ▲England, ▲Philadelphia, ▲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).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.5.4.1.1k ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.1 identifies Kansas state symbols ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people
SS.5.4.1.3a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present
SS.5.4.2.3k ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols
SS.5.4.3.1k ▲describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.4.2 identifies national events, documents, or symbols
SS.5.4.3.6k ▲describes how the Constitutional Convention lead to the creation of the United States Constitution (e.g., Great Compromise, 3/5 Compromise).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols
SS.5.4.4.1a ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols

6th Grade - Government, Economics, Geography, & History

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, 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 the democratic process.

General Indicator	Extended Indicators
SS.6.1.4.4.1a ▲compares and contrasts the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.2 identifies safety rules (e.g., poison, traffic, fire, personal safety, work site, and/or community) ESS.1.1.3 describes government in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.3.1 demonstrates understanding of the basic rights that are guaranteed by the U.S. Constitution and granted by law ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.
SS.6.1.5.1k ▲identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.2 identifies safety rules (e.g. poison, traffic, fire, personal safety, work site, and/or community) ESS.1.1.3 describes government in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.2.1 identifies the various symbols used to depict shared American values, principles, or beliefs ESS.1.3.2 identifies the roles of the federal government, the three branches, and/or the people in those branches ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities. ESS.1.5.1 identifies the roles of Kansas government, the branches, and/or people in these branches

6th Grade - Government, Economics, Geography, & History

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.6.2.1.1k ▲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).	ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose
SS.6.2.3.2k ▲identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services ESS.2.1.3 demonstrates understanding of the origin for particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.2.2 demonstrates understanding that there are some government services for which a person must qualify ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

6th Grade - Government, Economics, Geography, & History

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.6.3.1.1a ▲explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance. ESS.3.1.2 identifies the locations of places within the environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe
SS.6.3.2.3k ▲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).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance. ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment
SS.6.3.4.2k ▲describes the forces and processes 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).	ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.4.1 demonstrates understanding of characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

6th Grade - Government, Economics, Geography, & History

Standard 4 - History: 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.

General Indicator	Extended Indicators
SS.6.4.1.2a ▲compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.6.4.2.1k ▲compares and contrast 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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.3.1 identifies the Kansas state symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.6.4.2.4k ▲describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.4.2 identifies national events, documents, or symbols
SS.6.4.2.6a ▲examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.5.1 identifies world holidays, industries, symbols, and/or people
SS.6.4.2.9k ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.6.4.4.1a ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)

7th Grade - Government, Economics, Geography, & History

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, 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 the democratic process.

General Indicator	Extended Indicators
SS.7.1.1.2a ▲compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, diversion).	ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.
SS.7.1.2.1k ▲defines the rights guaranteed, granted, and protected by the Kansas Constitution and its amendments.	ESS.1.1.3 describes government in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community ESS.1.5.1 identifies the roles of Kansas government, the branches, and/or people in these branches
SS.7.1.5.3k ▲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).	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.2 identifies safety rules (e.g., poison, traffic, fire, personal safety, work site, and/or community) ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.5.1 identifies the roles of Kansas government, the branches, and/or people in these branches

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.7.2.3.1a ▲ describes examples of factors that might influence international trade. (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos).	ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices
SS.7.2.5.1a ▲**($)** compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services.	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.7.3.2.4k ▲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).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance. ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities
SS.7.3.4.3k ▲identifies the geographic factors that influence world trade and interdependence (e.g., location advantage, resource distribution, labor cost, technology, trade networks and organizations).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.5.1 demonstrates understanding of the variations in the physical environment
SS.7.3.5.1k ▲identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).	ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.5.1 demonstrates understanding of variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.7.4.1.4a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.7.4.2.2k ▲describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.1 indentifies Kansas state symbols ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.7.4.3.1k ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.7.4.3.5k ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.3.1 identifies Kansas state symbols ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.7.4.4.2k ▲describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.7.4.5.1a ▲compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.3.1 identifies Kansas state symbols ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.7.4.7.2a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.4.2 identifies national events, documents, or symbols

8th Grade - Government, Economics, Geography, & History

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, 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 the democratic process.

General Indicator	Extended Indicators
SS.8.1.3.3k ▲explains how the U.S Constitution can be changed through amendments.	ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.3.1 demonstrates understanding of the basic rights that are that are guaranteed by the U.S. Constitution and granted by law ESS.1.3.2 identifies the roles of the federal government, the three branches, and/or the people in those branches ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.
SS.8.1.3.4a ▲analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.	ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.3.1 demonstrates understanding of the basic rights that are guaranteed by the U.S. Constitution and granted by law ESS.1.3.2 identifies the roles of the federal government, the three branches, and/or the people in those branches ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.8.2.1.1a ▲ 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).	ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose
SS.8.2.2.1k ▲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).	ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences
SS.8.2.2.4k ▲ **($)** describes the positive and negative incentives to which employees respond (e.g., wage levels, benefits, work hours, working conditions).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.8.3.4.1a ▲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).	ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.4.1 demonstrates understanding of characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.5.1 demonstrates understanding of the variations in the physical environment
SS.8.3.4.2a ▲analyzes push and 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).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance. ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.8.4.1.4a ▲explains the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court -*Marbury v. Madison*, *McCullough v. Maryland* (1819))	ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols
SS.8.4.1.5a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols
SS.8.4.1.6a ▲explains how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.2 demonstrates understanding of major world events (historical or current)

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.8.4.2.3k ▲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*)	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols
SS.8.4.2.5k ▲describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols
SS.8.4.2.9a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols
SS.8.4.3.2k ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the .way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.8.4.4.4a ▲compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.2 demonstrates understanding of major world events (historical or current)

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, 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 the democratic process.

General Indicator	Extended Indicators
SS.HS.1.1.2a ▲ 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).	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.2 identifies safety rules (e.g. poison, traffic, fire, personal safety, work site, and/or community) ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.3.1 demonstrates understanding of basic rights that are that are guaranteed by the U.S. Constitution and granted by law ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.
SS.HS.1.2.2k ▲understands core civic values inherent in the Unites 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).	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.2.1 identifies the various symbols used to depict Americans shared values, principles, or beliefs ESS.1.3.1 demonstrates understanding of the basic rights that are guaranteed by the U.S. Constitution and granted by law ESS.1.4.1 identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.

Standard 1 - Government: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, 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 the democratic process.

General Indicator	Extended Indicators
SS.HS.1.3.2k ▲explains Constitutional powers (e.g., ▲expressed/enumerated, ▲implied, inherent, reserved, and concurrent).	ESS.1.1.1 identifies rules found in his or her home, school, job, and/or community ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.1.4 identifies one or more reasons for various rules ESS.1.3.2 identifies the roles of the federal government, the three branches, and/or the people in those branches
SS.HS.1.4.1a ▲examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.	ESS.1.1.3 describes government in terms of people and groups who make, apply and/or enforce rules or laws for others in their family, school, and community ESS.1.2.1 identifies the various symbols used to depict shared American values, principles, or beliefs ESS.1.3.2 identifies the roles of the federal government, the three branches, and/or the people in those branches
SS.HS.1.5.3a ▲examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).	ESS.1.2.1 identifies the various symbols used to depict shared American values, principles, or beliefs

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.HS.2.1.2k 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)	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understands that providers must receive something (i.e., money) for exchange of goods or services. ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.2.2 demonstrates understanding that there are some government services for which a person must qualify ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 understands that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose
SS.HS.2.2.4k ▲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).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.2.2 demonstrates understanding that there are some government services for which a person must qualify ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.2 identifies the differences among spending, borrowing, trading, and/or stealing ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.HS.2.3.2a ▲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).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.2.2 demonstrates understand that there are some government services for which a person must qualify ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose
SS.HS.2.4.4a ▲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).	ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.2.2 demonstrates understanding that there are some government services for which a person must qualify ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

Standard 2 – Economics: 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 in an interdependent world.

General Indicator	Extended Indicators
SS.HS.2.5.3a ▲(**$**) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.1.2 demonstrates understanding that providers must receive something (e.g., money) for exchange of goods or services. ESS.2.1.3 demonstrates understanding of the origin of particular goods ESS.2.1.4 identifies the functions of various stores and/or businesses ESS.2.2.1 identifies and/or uses services provided by the government for members of the community ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.3 demonstrates understanding that the scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences
SS.HS.2.5.6a ▲ **($)** analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).	ESS.2.1.1 demonstrates understanding of the concept that rewards are earned in exchange for performance ESS.2.3.1 demonstrates understanding that spending is the exchange of money for goods and/or services ESS.2.3.3 demonstrates understanding that scarcity of resources requires choices ESS.2.3.4 demonstrates understanding that individual economic choices have consequences ESS.2.3.5 demonstrates understanding of the concept of saving resources for a future purpose

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.HS.3.1.1k ▲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, Bosporus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.4.1 demonstrates understanding of characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment
SS.HS.3.2.2a ▲analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors).	ESS.3.1.1 demonstrates understanding of location, direction, and/or distance ESS.3.1.2 identifies the locations of places within environment ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.4.1 demonstrates understanding of the characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.HS.3.4.5k ▲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).	ESS.3.1.4 demonstrates understanding of a map and/or globe ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.4.1 demonstrates understanding of the characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people
SS.HS.3.5.1a ▲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).	ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.4.1 demonstrates understanding characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

Standard 3 – Geography: The student uses a working knowledge and understanding of the changing character and spatial organization of Earth's surface and the interactions between physical and human features in place to explain a wide range of physical and human events.

General Indicator	Extended Indicators
SS.HS.3.5.2a ▲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).	ESS.3.1.3 demonstrates understanding that particular locations are used for certain human activities ESS.3.2.1 describes the physical and/or human characteristics of local or regional communities ESS.3.2.2 identifies physical characteristics or human activities that have taken place over time in the local or regional communities ESS.3.3.1 demonstrates understanding of how earth's physical systems affect him or her personally ESS.3.3.2 demonstrates understanding of how earth's physical systems affect the regional environment ESS.3.4.1 demonstrates understanding of the characteristics of a community ESS.3.4.2 describes and/or compares cultural characteristics or patterns within a region ESS.3.4.3 demonstrates understanding of the process of conflict ESS.3.5.1 demonstrates understanding of the variations in the physical environment ESS.3.5.2 participates in activities to help the environment ESS.3.5.3 demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.HS.4a.2.1a ▲uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols
SS.HS.4b.1.4a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4b.2.2a ▲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 subsides).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.HS.4b.2.6k ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4b.3.2a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4b.3.7k ▲examines the struggle for racial and gender equality and for the extension of civil rights (e.g., *Brown v. 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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.HS.4b.5.3a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.1.2 demonstrates understanding of the importance of Kansas and United States historical figures ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present ESS.4.3.1 identifies Kansas state symbols ESS.4.3.2 identifies Kansas events, holidays, industries, and/or people ESS.4.4.1 identifies one or more national holidays and/or the customs associated with that holiday ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4c.1.1a ▲analyzes the changes in European thought and culture resulting from the Renaissance (e.g., more secular worldview; Machiavelli, Shakespeare; humanism; innovations in art: Michelangelo, DaVinci; architecture: St. Peters Dome).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4c.1.7k ▲describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions)	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)
SS.HS.4c.2.2k ▲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).	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.4.2 identifies national events, documents, or symbols ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical or current)

Standard 4 – History: 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.

General Indicator	Extended Indicators
SS.HS.4c.2.5a ▲compares and contrasts German unification with the Meiji restoration (e.g., nationalism, militarism, modernization, industrialization)	ESS.4.2.1 demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical and current)
SS.HS.4c.2.8a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 understands that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical and current)
SS.HS.4c.3.3a ▲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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 understands that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical and current)
SS.HS.4c.4.3k 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).	ESS.4.1.1 demonstrates knowledge of personal ancestors and/or family history ESS.4.2.1 understands that things that have happened in the past affect the way people live, think, or feel in the present. ESS.4.5.1 identifies world holidays, industries, symbols, and/or people ESS.4.5.2 demonstrates understanding of major world events (historical and current)

Glossary

Augmentative communication – A communication system used by students who are unable to communicate through speech or writing; these systems include but are not limited to, manual signs, communication board, and high-tech electronic communication devices.

Braille – Tactile system for reading and writing with an official code or "alphabet" composed of Braille characters or Braille cells that consist of various patterns of raised dots that roughly correspond to alphabetic letter, punctuation marks, and other symbols.

Child with a disability – A child having mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and who by reason thereof, needs special education and related services. (IDEA, 1997)

Communication modalities or methods – Communication modes, modalities, or methods: an integrated group of components, including symbols, aids, strategies, and techniques used by individuals to enhance communication.

Communication device – A physical object or technology used to transmit or receive messages. (e.g., communication book, board, chart, mechanical or electronic device, computer)

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

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

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

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

Culture – Learned behavior of people, which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, and tools).

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

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

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

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

Market economy – A system in which buyers and sellers make major decisions about production and distribution, based on supply and demand.

O & M Orientation and Mobility

Person centered planning – A process of learning how a person wants to live and then describing what needs to be done to help the person move toward that life. It is a description of where the person wants his or her life to go and what needs to be done to get there.

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). The extended standards focus on biospheric or community systems.

Region – An area with one or more common characteristics or features, which make it different from surrounding areas.

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.

Society – A group of people bound together by the same culture.

Supply – The quantity of resources, goods, or services that sellers offer at various prices at a particular time.

Trade – The exchange of goods or services for other goods and services or money.

Transition – The movement from school to post-school activities, including postsecondary education, vocational training, integrated employment including supported employment, continuing and adult education, adult services, independent living, and community participation. (IDEA, 1997)

Government, Economics, Geography, & History Extended Standard Indicators

Current Indicator Number	Extended Standard Indicator	Old Indicator Number
Government, Economics, Geography, & History Standard 1 - Government		
Benchmark 1: The student understands the rule of law as it applies to self, family, school, local, state, and national governments.		
ESS.1.1.1	identifies rules found home, school, job, and/or community	ESS.1.1.1
ESS.1.1.2	recognizes safety rules (e.g., poison, traffic, fire, personal safety, work site, and/or community)	ESS.1.1.2
ESS.1.1.3	describes governments in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community	ESS.1.1.3
ESS.1.1.4	identifies one or more reasons for various rules	ESS.1.1.4
Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture.		
ESS.1.2.1	identifies the various symbols used to depict shared American values, principles, or beliefs	ESS.1.2.1
Benchmark 3: The student understands how the U.S. Constitution allocates power and responsibility in the government.		
ESS.1.3.1	demonstrates understanding of the basic rights that are guaranteed by the U.S. Constitution and granted by law	ESS.1.3.1
ESS.1.3.2	identifies the roles of the U.S. government, the three branches of government, and/or people in these branches	ESS.1.3.2
Benchmark 4: The student identifies the rights, privileges and responsibilities in becoming an active civic participant.		
ESS.1.4.1	identifies or demonstrates understanding of individual and/or group rights, privileges or responsibilities.	ESS.1.4.2
Benchmark 5: The student understands people and functions of Kansas state government		
ESS.1.5.1	identifies the roles of Kansas government, the branches, and/or the people in these branches	ESS.1.5.1
Government, Economics, Geography, & History Standard 2 - Economics		
Benchmark 1: The student understands how the market economy works in the United States.		
ESS.2.1.1	demonstrates understanding of the concept that rewards are earned in exchange for performance	ESS.2.1.1
ESS.2.1.2	demonstrates understanding that providers must receive something (i.e., money) for exchange of goods or services	ESS.2.1.2
ESS.2.1.3	demonstrates understanding of the origin of particular goods	ESS.2.1.3
ESS.2.1.4	identifies the functions of various stores and/or businesses	ESS.2.1.4
Benchmark 2: The student recognizes the role of the government in the economy		
ESS.2.2.1	identifies and/or uses services provided by the government for members of the community	ESS.2.2.1
ESS.2.2.2	demonstrates understanding that there are some government services for which a person must qualify	ESS.2.2.2

Current Indicator Number	Extended Standard Indicator	Old Indicator Number
Benchmark 3: The student makes effective decisions as a consumer, producer, and saver		
ESS.2.3.1	demonstrates understanding that spending is the exchange of money for goods and/or services	ESS.2.3.1
ESS.2.3.2	Identifies the differences among spending, borrowing, trading, and/or stealing	ESS.2.3.2
ESS.2.3.3	demonstrates understanding that the scarcity of resources requires choices	ESS.2.3.3
ESS.2.3.4	demonstrates understanding that individual economic choices have consequences	ESS.2.3.4
ESS.2.3.5	demonstrates understanding of the concept of saving resources for a future purpose	ESS.2.3.5
Government, Economics, Geography, & History Standard 3 - Geography		
Benchmark 1: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.		
ESS.3.1.1	demonstrates understanding of location, direction, and/or distance	ESS.3.1.1
ESS.3.1.2	identifies the locations of places within environment	ESS.3.1.2
ESS.3.1.3	demonstrates understanding that particular locations are used for certain human activities	ESS.3.1.3
ESS.3.1.4	demonstrates understanding of a map and/or globe	ESS.3.1.4
Benchmark 2: The student understands the spatial organization of people, places, and environments.		
ESS.3.2.1	describes the physical and/or human characteristics of local or regional communities	ESS.3.2.1
ESS.3.2.2	identifies physical characteristics or human activities that have taken place over time in the local or regional communities	ESS.3.2.2
Benchmark 3: The student understands Earth's physical systems and how physical processes shape the environment.		
ESS.3.3.1	demonstrates understanding of how earth's physical systems affect him or her personally	ESS.3.3.1
ESS.3.3.2	demonstrates understanding of how earth's physical systems affect the regional environment.	ESS.3.3.2
Benchmark 4: The student understands how cultural and/or social elements influence people in a region.		
ESS.3.4.1	demonstrates understanding of characteristics of a community	ESS.3.4.1
ESS.3.4.2	describes and/or compares cultural characteristics or patterns within a region	ESS.3.4.2
ESS.3.4.3	demonstrates understanding of the process of conflict	ESS.3.4.3
Benchmark 5: The student understands the effects of interactions between human and physical systems.		
ESS.3.5.1	demonstrates understanding of the variations in the physical environment	ESS.3.5.1
ESS.3.5.2	participates in activities to help the environment	ESS.3.5.2
ESS.3.5.3	demonstrates understanding of the impact his or her daily personal activities have on environments, objects, or people	ESS.3.5.3

Current Indicator Number	Extended Standard Indicator	Old Indicator Number
Government, Economics, Geography, & History Standard 4 - History		
Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.		
ESS.4.1.1	demonstrates knowledge of personal ancestors and/or family history	ESS.4.1.1
ESS.4.1.2	demonstrates understanding of the importance of Kansas and United States historical figures	ESS.4.1.2
Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.		
ESS.4.2.1	demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present	ESS.4.2.1
Benchmark 3: The student understands the significance of events, holidays, documents, and/or symbols, which are important in Kansas history.		
ESS.4.3.1	recognizes Kansas state symbols	ESS.4.3.1
ESS.4.3.2	identifies Kansas events, holidays, industries, and/or people.	ESS.4.3.2
Benchmark 4: The student understands the significance of events, holidays, documents, or symbols that are important in United States history**.**		
ESS.4.4.1	identifies one or more national holidays and/or the customs associated with that holiday	ESS.4.4.1
ESS.4.4.2	identifies national events, documents, or symbols	ESS.4.4.2
Benchmark 5: The student understands the significance of the contributions of important individuals and major developments in history.		
ESS.4.5.1	identifies world holidays, industries, symbols, and/or people	ESS.4.5.1
ESS.4.5.2	demonstrates understanding of major world events (historical or current)	ESS.4.5.2

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