

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) evaluates the purposes and function of law. 2. ▲ (A) analyzes how the <i>rule of law</i> can be used to protect the <i>rights</i> of individuals and to promote the <i>common good</i> (e.g., <i>eminent domain</i>, martial law during disasters, health and safety issues). <ol style="list-style-type: none"> 1. (K) defines civic life, politics, and <i>governments</i>. 2. (K) recognizes contracts may be verbal or legal agreements and are binding. 3. (A) defines and illustrates examples of torts (e.g., wrongful death, medical malpractice, defamation, personal injury, dignitary harms against a person, such as bodily injury or civil rights violations). 4. (A) defines and illustrates examples of misdemeanors and felonies (e.g. misdemeanors: traffic violation, small theft, trespassing; felonies: murder, sexual assault, large theft). 5. (K) explains Kansas court structure (e.g., Municipal Courts, District Courts, Court of Appeals, Supreme Court). 	<ul style="list-style-type: none"> • Research current laws that impact students, such as: driving restrictions, liquor laws, drug laws, seat belt mandates. (1) See also: EB114 Resource: www.kscourts.org • Research court cases that overrule government action to protect individual rights. (Example: Research court cases that interpret the Bill of Rights through the 14th amendment. Any 4th Amendment search and seizure case or a “Miranda” case would work well.) (2) See also: US B317 • Research rules that protect the public health and safety always produce <i>trade-offs</i>, such as: regulations concerning OSHA or the EPA, or eminent domain to widen a city street. (1, 2) See also: EB114 • You and the Courts of Kansas. Research cases that have been tried in various levels of court. (7) See also: US B317 web resource: You and the Courts of Kansas (also available in Spanish) • Read On Your Own. Explain basic legal duties upon graduation from high school. (1, 6) web resource: On Your Own (also available in Spanish)
<p>Teacher Notes:</p> <p><i>Common good</i> - for the benefit or interest of a politically organized society as a whole.</p> <p><i>Eminent domain</i> - (1) the right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self protection.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p> <p><i>Rule of law</i> - principle that every member of a society, even a ruler, must follow the law.</p> <p><i>Trade-off</i> - getting less of one thing in order to get a little more of another.</p>	

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Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) recognizes that a nation’s values are embodied in the <i>Constitution</i>, statutes, and important court cases (e.g., <i>Dred Scott vs. Sanford</i>, <i>Plessy vs. Ferguson</i>, <i>Brown vs. Board of Education of Topeka</i>). ▲(K) understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American <i>society</i> (e.g., right to free speech, religion, press, assembly; equality; human dignity; <i>civic responsibility, sovereignty of the people</i>). (A) examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these values and principles conflict (e.g., <i>equal opportunity</i> and fairness vs. <i>affirmative action</i>). 	<ul style="list-style-type: none"> Brainstorm a list of fundamental values held by people in the United States. Identify specific values and research the conflicts that inherently develop between people by reading a variety of documents from legal cases. Possible cases to examine might include issues related to civil liberties and the relocation of Japanese-Americans: the case of <i>Korematsu vs. United States</i>; the conflict between a fair trial and freedom of the press: <i>Sheppard vs. Maxwell</i>. (1, 2, 3) web resource: http://www.civilrightsproject.harvard.edu/policy/legal_docs/legal_briefs.php http://www.civilrightsproject.harvard.edu/policy/court_decisions.php Website for <i>Korematsu vs. United States</i>: http://usinfo.state.gov/usa/infousa/facts/democrac/65.htm Website for <i>Sheppard vs. Maxwell</i>: http://www.bc.edu/bc_org/avp/cas/comm/free_speech/sheppard.html Resource: We the People: http://www.civiced.org/index.php (1, 2, 3)
<p>Teacher Notes: <i>Affirmative action</i> - any of a wide range of programs aimed at expanding opportunities for women and minorities. <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society. <i>Equal opportunity</i> - the idea that each person is guaranteed the same chance to succeed in life. <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power. <i>Society</i> - a group of people bound together by the same culture. <i>Sovereignty of the People</i> - ultimate authority are held by people of the United States</p>	

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Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) describes the purposes, organization, and functions of the three branches of <i>government</i> and independent regulatory agencies in relation to the <i>United States Constitution</i>. ▲(K) explains <i>Constitutional powers</i> (e.g., ▲ <i>expressed/enumerated</i>, ▲ <i>implied, inherent</i>, ▲ <i>reserved, concurrent</i>). (K) discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document. 	<ul style="list-style-type: none"> Review the basic purposes and functions of the three branches of government. Research one of the ten independent regulatory agencies to determine its roles and functions. List and label each of the roles or functions as to whether it is primarily executive, judicial, or legislative in nature. (1) See also: EB2I7, B4I4 As the students read the Constitution, define “checks and balances” and identify those provisions in the document. (1) Read the Constitution to identify the Constitutional powers of the national <i>government</i>. Create a four-column chart for each Constitutional power and responsibility. Develop definitions and frame under each. (2) See also: US History B1I8, B1I10, B3I7 Resource: We the People: http://www.civiced.org/index.php (1, 2, 3)
<p>Teacher Notes:</p> <p><i>Concurrent powers</i>- powers shared by both the federal and state government (for example, levying taxes, borrowing money, and spending for the general welfare).</p> <p><i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.</p> <p><i>Constitutional powers</i> - (See expressed powers)</p> <p><i>Expressed powers</i> - the powers explicitly granted to Congress by the Constitution (enumerated powers are the same as constitutional powers or expressed powers).</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Implied powers</i> - powers assumed by government that are not specifically listed in the Constitution.</p> <p><i>Inherent powers</i> - those delegated powers of the constitution that are assumed to belong to the national government because it is a sovereign state.</p> <p><i>Reserved powers</i> - powers that are not specifically granted or denied to the federal government are reserved to the states.</p>	

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Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲ (A) examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders. 2. (K) explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process. 3. (A) analyzes policies, actions, and issues regarding the rights of individuals to equal protection under the law. 4. (A) examines issues regarding political <i>rights</i> (e.g., to be an informed voter, participate in the political process, assume leadership roles). 5. (K) understands that civil disobedience is a form of protest and if taken to extreme, punishable by law. 6. (A) analyzes issues regarding economic freedoms within the United States (e.g., free enterprise, rights of individual choice, government regulation). 7. (K) explores issues regarding civic <i>responsibilities</i> of American <i>citizens</i> (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process). 8. (A) examines the role of interest groups and their impact on governmental policy. 	<ul style="list-style-type: none"> • Using local, state, or national examples, discuss the differences between a political party and an interest group. (1, 2, 8) See also: US History B3I9 • Participate in election simulation involving two political parties and a Political Action Committee (PAC). Develop a platform created around three major issues, one of them being a personal rights issue. Debate the issues. Students in the PAC will formulate their own agenda on one issue and attempt to influence parties. Hold a mock election. (1-4, 7, 8) See also: KS History B1I1 • Identify the types of third parties: single-issue, ideological, economic protest, and splinter parties. Discuss the important role played by third parties, as spoiler, innovator, and critic. Review the platform of the Populist Party of the 1890's in Kansas. They were considered "extreme", but most of their proposals have been adopted – child labor laws, minimum wage, maximum work week, regulation of the railroads and banks, old age pensions, direct election of senators, etc.) (1, 2, 7, 8) See also: KS History B1I1, B1I3, US History B1I3, B1I5 • Research an interest group with local ties (farming, education, elderly, etc) and determine what political action would benefit them and what the trade-offs might be. (1, 2, 8) See also: KS History B3I4, EB1I3, EB1I4 • Read "Letter from Birmingham City Jail" by Dr. Martin Luther King, Jr., and discuss civil disobedience. (3, 5) web resource: http://almaz.com/nobel/peace/MLK-jail.html • Read Juror—Your Rights and Duties. (7) web resource: Juror—Your Right and Duties
<p>Teacher Notes: <i>Citizen</i> - a native or naturalized member of a political community. <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.</p>	

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Rights - those individual liberties granted to all persons through the U. S. Constitution.

Trade-off - getting less of one thing in order to get a little more of another.

Wages - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.

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Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) compares various governmental systems with that of the United States <i>government</i> in terms of <i>sovereignty</i>, structure, function, decision-making processes, <i>citizenship</i> roles, and political culture and ideology (e.g., systems: <i>constitutional monarchy</i>, <i>parliamentary democracy</i>, <i>dictatorship</i>, <i>totalitarianism</i>; ideology: <i>fascism</i>, <i>socialism</i>, <i>communism</i>). 2. (K) discusses the structure of international relations both regional and world-wide (e.g., <i>trade</i>, economic and defense alliances, regional security). 3. ▲ (A) examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross). 4. explains the changing roles of the United States Government in the international <i>community</i> (e.g., treaties, NATO, UN, exploitative, altruistic, benign). 5. (A) examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the “most favored nation” status, military interventions). 6. (A) examines the issues of social justice and human <i>rights</i> as expressed in the <i>United Nations Declaration of Human Rights</i>. 	<ul style="list-style-type: none"> • Make a three-column chart comparing <i>capitalism</i>, socialism, and communism. (1) See also: US History B311, B312; EB312 • Compare and contrast the “United Nations Declaration of Human Rights” with our Bill of Rights and analyze our assumptions about individual liberty. (6) See also: US History B317, US History B413, B414, B415, EB411 • Brainstorm what might be needed by a community that has been devastated by a natural disaster. Research the reactions of various multi-national organizations to the tsunami in the Indian Ocean in 2004. Create a flow chart that demonstrates how each organization met the various needs created by that disaster. Discuss how the organizations’ efforts support and/or duplicate each other. (3) See also: US History B411, B413; EB111, EB112, EB113, EB114, EB411 web resource: http://www.pbs.org/wnet/savageearth/tsunami/index.html and http://www.katw.org/pages/sitepage.cfm?id=103 • Define <i>imperialism</i> and discuss its many forms, with particular emphasis on military, political, and economic imperialism. Research United States policies in “hot spots” around the world. (4) See also: US History B114, B311, B312, B313, B314, B318, B411; EB114, EB211, EB212, EB313, EB314, EB315 • Analyze the effects of the Tsunami in Southeast Asia. Evaluate the roles of various multi-national organizations in response. (3)
<p>Teacher Notes:</p> <p><i>Capitalism</i> - an economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation for profit, under competitive conditions.</p> <p><i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties.</p> <p><i>Communism</i> - a political and economic system based on the writings of Karl Marx in which the state controls the production and distribution of goods, and social classes and private ownership are discouraged.</p> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p> <p><i>Constitutional monarchy</i> - monarchy in which the powers of the monarch are restricted by a constitution.</p>	

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

Dictatorship - a government system controlled by one ruler who has absolute power and usually controlled by force.

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

Government - institutions and procedures through which a territory and its people are ruled.

Imperialism - the policy of increasing a nation's authority by acquiring or controlling other nations.

Parliamentary - a system of government in which the chief executive is the leader whose party holds the most seats in the legislature after an election or whose party forms a major part of the ruling coalition.

Rights - those individual liberties granted to all persons through the U. S. Constitution.

Socialism - a political and economic system in which government controls resources and industries.

Sovereignty - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.

Totalitarianism- a form of government in which the political authority exercises absolute and centralized control over all aspects of life

Trade - the exchange of goods or services for other goods and services or money.

United Nations Declaration of Human Rights- an organization of independent states formed in 1945 to promote international peace and security

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

Benchmark 1: The student understands how limited resources require choices.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) explains how <i>economic systems</i> affect the <i>allocation</i> of scarce resources (e.g., <i>monarchies</i>, financing explorers, <i>mercantilism</i>, rise of <i>capitalism</i>). ▲(K) explains how economic choices made by <i>societies</i> have intended and unintended consequences. (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire). (K) explains how people respond to <i>incentives</i> in order to allocate scarce resources (e.g., <i>government</i> subsidies/farm <i>production</i>, rationing coupons/WWII, emission regulations, <i>profits/war production</i>, women/WWII workforce). (K) explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: car, need for roads, railroads, ecosystems; government: <i>isolationism</i> at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb). 	<ul style="list-style-type: none"> On a Venn diagram compare the allocation of resources between the countries in Europe and Japan during the Global Age of Exploration. (1) See also: WHB1I3, WHB1I7 Chart the consequences of the Five-Year Plan (planned economy) under the Soviet Union. (2) See also: WHB3I3 Role play a merchant during either the Age of Mercantilism (1500-1800), in industrial <i>era</i> Great Britain, or the Soviet Union in the 1950s. Write a journal entry that describes the day, including how decisions were made about what was to be sold in a store, the role of government in business, your plans for the future of the business, and the results of a day at work, both for owner and customers. (2) See also: WHB1I3, WHB2I4, WHB2I7, WHB3I3 Discuss tax break incentives for people purchasing the new hybrid cars. Are the incentives worth the higher prices for the vehicles? Discuss other incentives, past and present. (3) See also: USB3I9, USB4I2, USB4I3, WHB4I5, GB5I1, GB5I3 Examine the invention of the automobile and its effects on the environment (e.g. roads, pollution, junk yards, etc.). (4) See also: USB3I9, USB4I2, USB4I3, WHB4I5, GB5I1, GB5I3
<p>Teacher Notes:</p> <p><i>Allocation</i> - the distribution of resources, goods, or services.</p> <p><i>Capitalism</i> - an economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation for profit, under competitive conditions.</p> <p><i>Economic system</i> - establishes how a country produces and distributes goods and services.</p> <p><i>Era</i> - a period of history marked by some distinctive characteristic.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Incentives</i> - something, such as the fear of punishment or the expectation of reward, which induces action or motivates effort.</p> <p><i>Isolationism</i> - a national policy by which a country does not become involved with other nations in agreements and/or alliances.</p> <p><i>Mercantilism</i> - an economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.</p> <p><i>Monarchy</i> - governed by a monarch (king, queen, emperor, empress).</p> <p><i>Production</i> - the creation of value or wealth by producing goods or services.</p>	

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Profit - after producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).

Resource - an aspect of the physical environment that people value and use.

Society - a group of people bound together by the same culture.

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

Benchmark 2: The student understands how the market economy works in the United States.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) defines <i>Gross Domestic Product</i> (GDP) and indicates the components that make up our nation's GDP (e.g., <i>consumption</i>, <i>investment</i>, <i>government</i>, and <i>net exports</i>). (K) explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, <i>technology</i> developments). (K) explains the principles of <i>demand</i> and <i>supply</i> (e.g., laws, <i>equilibrium</i>, change in quantity vs. change in demand and supply). ▲(K) explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; <i>scarcity</i> of resources: war; technology: assembly line production). (A) analyzes how changes in prices affect <i>consumer</i> behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil <i>embargo</i> of 1974; droughts (Ag products), changes in consumer preferences—fads, health information). (K) describes what happens to the product <i>price</i> and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800's and early 1900's, AT&T, Microsoft, Trusts of 1920's & 1930's). (A) analyzes the role of central banks and the <i>Federal Reserve System</i> in the <i>economy</i> of the United States (e.g., <i>interest rates</i>, monetary policy, government bonds). 	<ul style="list-style-type: none"> Use the Internet to research technology developments that have helped the economy grow. Design a flow chart showing how that technology affected the economy.(2) See also: GB511; USB111, USB119, USB412, USB511, WHB214, WHB215, WHB216, WHB416, WHB511 Analyze <i>primary source</i> documents to determine the effects of various factors on the supply or demand for a product. (4) See also: USB119, USB1110, USB216 Societal values: prohibition of alcohol: web resource: http://www.archives.gov/digital_classroom/lessons/volstead_act/volstead_act.html Scarcity of resources: war web resource: http://www.archives.gov/facilities/ca/laguna_niquel/workbook/ww2_opa_records.html Technology: assembly line production web resource: http://www.pbs.org/wgbh/peoplescentury/teachers/tgontheline.html Use a bar graph to represent the falling price of computers with many competing companies. Compare it to a bar graph of the price for software (e.g. Microsoft Windows XP). What is the difference and why? (6) See also: CB416; USB412, USB414 Go to www.federalreserve.gov. Find answers to questions about Federal Reserve. What does the Fed do? Then discuss how Fed sets monetary policy and why they change <i>interest rates</i>. Discuss why the Federal Reserve sets interest rates and sets monetary policy. (7) web resource: www.federalreserve.gov.
<p>Teacher Notes:</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Economy</i> - the production and distribution of goods and services within an economic system. <i>Embargo</i> - government restriction placed on trade. <i>Equilibrium point</i> (Equilibrium Price) - the price at which quantity supplied equals quantity demanded. <i>Exports</i> - goods and services produced in one nation and sold to buyers in another nation.</p>	

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

Government - institutions and procedures through which a territory and its people are ruled.

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

Interest rate - the price of money that is borrowed or saved, determined by the forces of supply and demand.

Price - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Resource - an aspect of the physical environment that people value and use.

Scarcity - not being able to have everything wanted making choices necessary; when supply is less than demand.

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

Technology - science applied to achieve practical purposes.

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

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) compares the <i>benefits</i> and <i>costs</i> of different <i>allocation</i> methods (e.g., first come, first serve; prices, contests, lottery, majority rule). ▲(A) compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom). (A) uses <i>comparative advantage</i> to explain the benefits of <i>trade</i> among nations (e.g., nations can benefit from free trade while reducing or eliminating <i>production</i> of a good in which it is technologically superior at producing; to benefit from <i>specialization</i> and free trade, one nation should specialize and trade the good in which it is “most best” at producing, while the other nation should specialize and trade the good in which it is “least best” at producing; benefits include more product selection, lower prices, higher <i>wages</i> in both nations). (A) outlines the cost and benefits of free trade or restricted trade policies in world history (e.g., restrictions of trade under <i>mercantilism</i>, regional trade agreements, Smoot-Hawley <i>Tariff Act</i> of 1930, General Agreement on Tariffs & Trade (GATT), World Trade Organization (WTO)). (K) explains how a change in <i>exchange rates</i> affects the flow of trade between nations and a nation’s domestic <i>economy</i> (e.g., using historical examples such as development of the Euro, devaluation of the United States dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe). 	<ul style="list-style-type: none"> Brainstorm possible allocation methods for seats at a top movie or concert. Conduct a survey of preferred methods. Make a bar graph of survey results. (1) Create a chart that answers the questions what, how and for whom for each of the four economics. Include who makes the <i>choices</i> for the allocation of <i>resources</i>. (2) See also: USB2I2, USB2I3, WHB2I7 Use a Venn diagram to compare any aspect of trade, comparing past to present. (3) See also: WHB1I3, WHB1I6, WHB1I7, WHB2I4, WHB2I6, WHB2I9, WHB4I3, WHB4I4, WHB4I5; GB1I2, GB4I3, GB4I5; CB5I2 List the costs and benefits of free trade and restricted trade on charts. (4) See also: USB4I4; WHB1I3, WHB1I7, WHB2I6, WHB3I5, WHB4I4, WHB4I5; GB2I1, GB2I4, GB4I5 Compare the affordability of a trip to a foreign country by researching the exchange rate for two countries. Using a set amount of United States dollars for the trip, determine which trip would be more affordable. (5) See also: GB1I1, GB1I3, GB2I5
<p>Teacher Notes: <i>Allocation</i> - the distribution of resources, goods, or services. <i>Benefit</i> - something that satisfies one’s wants. <i>Comparative advantage</i> - when one individual or nation has an efficiency advantage over another individual or nation with two separate products but has a greater advantage in one product than in the other. The efficient producer has a comparative advantage for the product in which he or it has greater relative efficiency. <i>Cost</i> - something that is given up to satisfy your wants.</p>	

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Economy - the production and distribution of goods and services within an economic system.

Exchange rate - the price of one currency in relation to another currency.

Mercantilism - an economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.

Production - the creation of value or wealth by producing goods or services.

Resource - an aspect of the physical environment that people value and use.

Specialization - people who work in jobs where they produce a few special goods and services.

Tariff - a tax imposed on imported goods.

Trade - the exchange of goods or services for other goods and services or money.

Wages - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.

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

Benchmark 4: The student analyzes the role of the government in the economy.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) explains why certain <i>goods</i> and <i>services</i> are provided by the <i>government</i> (e.g., <i>infrastructure</i>, schools, waste management, national defense, parks, environmental protection). 2. (A) explains the advantages and disadvantages of the use of <i>fiscal policy</i> by the Federal Government to influence the United States <i>economy</i> (e.g., change in taxes & <i>spending</i> to expand or contract the economy, such as Franklin D. Roosevelt's New Deal, George W. Bush's tax cuts, Gerald Ford's WIN program). 3. (K) distinguishes between government <i>debt</i> and government <i>budget deficit</i>. 4. ▲(A) evaluates the <i>costs</i> and <i>benefits</i> of governmental economic and social policies on <i>society</i> (e.g., minimum <i>wage</i> laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects). 	<ul style="list-style-type: none"> • Research goods and services provided by the government, choose one and report on why the government is involved. (1) See also: CB5I1 • Brainstorm and make a class chart listing advantages and disadvantages of fiscal policy. (2) See also: KB2I2, KB2I3, KB3I4, USB2I2, USB2I3, USB3I5, USB4I4 • Define government debt and government budget deficit and explain the difference. (3) • Discuss the intentions of the Social Security System and the <i>costs</i> and <i>benefits</i> of such a program. (4) See also: USB2I2, USB4I3
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Budget</i> - a sum of money allocated for a particular use; a plan for saving and spending money.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Debt</i> - the accumulated negative balance.</p> <p><i>Deficit</i> - a negative balance after expenditures are subtracted from revenues for a specific time period.</p> <p><i>Economy</i> - the production and distribution of goods and services within an economic system.</p> <p><i>Fiscal policy</i> - the use of federal government spending, taxing, and debt management to influence general economic activity.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Infrastructure</i> - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Society</i> - a group of people bound together by the same culture.</p> <p><i>Spending</i> - the use of money to buy goods and services.</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

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

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) - (\$) describes how various jobs and employment are impacted by changes in the <i>economy</i>. 2. (K) - (\$) illustrates how the demand for labor is influenced by <i>productivity</i> of labor and explains the factors that influence labor productivity (e.g., education, experience, health, nutrition, <i>technology</i>). 3. ▲(A) - (\$) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and <i>wage</i> rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines). 4. (A) - (\$) develops a personal <i>budget</i> that identifies sources of <i>income</i> and <i>expenditures</i> (e.g., wages, rent payments, <i>savings</i>, taxes, insurance). 5. (K) - (\$) determines the <i>costs</i> and <i>benefits</i> of using <i>credit</i>. 6. ▲(A) - (\$) analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate). 	<ul style="list-style-type: none"> • Examine the influence of various factors on supply and demand through <u>Lowell Workers and Producers Respond to Incentives</u>. (2) web resource: http://www.econedlink.org/lessons/index.cfm?lesson=EM562&page=teacher • Keep track of income and expenses for one week. Create a personal budget using data. • Simulate purchasing an item both with cash and on credit at current average <i>interest rates</i>. Discuss the results and then chart the costs and benefits of credit. • Have different groups in class research types of investments. The groups should identify the costs and benefits of each type of investment and present the findings to the class.
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Budget</i> - a sum of money allocated for a particular use; a plan for saving and spending money.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Credit</i> - an arrangement for deferred payment for goods and services; money available for someone to borrow.</p> <p><i>Economy</i> - the production and distribution of goods and services within an economic system.</p> <p><i>Expenditures</i> - spending on goods and services.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Interest rate</i> - the price of money that is borrowed or saved, determined by the forces of supply and demand.</p> <p><i>Productivity</i> - a measure of goods and services produced over a period of time with a given set of resources.</p> <p><i>Savings</i> - income that is not spent, setting aside income or money for future use.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

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Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> ▲(K) locates major <i>political</i> and <i>physical features</i> of Earth from memory and compares the <i>relative locations</i> of those features. <i>Locations</i> will be included in indicator at each grade level (e.g., ▲Beijing, ▲English Channel, ▲India, ▲Iraq, ▲Moscow, ▲Sahara Desert, ▲South Africa, ▲Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River). (A) interprets maps and other <i>graphic representations</i> to analyze United States and world issues (e.g., urban vs. urban areas, development vs. <i>conservation</i>, land use in the world vs. local <i>community</i>, nuclear waste disposal, relocation of refugees). (A) analyzes ways in which <i>mental maps</i> influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites). (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, <i>geographic information system</i> (GIS) and other <i>databases</i>, questionnaires). 	<ul style="list-style-type: none"> Construct comparative maps to illustrate the impact of relative and <i>absolute location</i> on: the outcomes of international conflicts, the successes and failures of major trade routes and market economies, the <i>distribution of natural resources</i> and international power, and the development of urban centers (1) See also: EB1I1, EB1I4, EB3I3, KB3I2, USB1I1, USB1I4, USB3I5, USB4I2, WHB1I3, WHB1I6, WHB2I5, WHB2I6, WHB2I8, WHB3I1, WHB3I2, WHB3I4, WHB4I1, WHB4I4 Cooperative groups will construct a series of population dot maps (1945, 1950, 1955) to show the pattern of movement of people to suburbs in the period of post WWII posterity. (2) See also: USB3I5 Construct an argument for or against the development of government-protected lands for settlement, economic activity, or development. (2) See also: EB1I1, EB1I4, EB4I1, EB4I4; USB3I9, USB4I3 Use several different types of maps to account for consequences of human environment interactions (2) See also: EB1I1, EB1I4, EB4I1, EB4I4; USB3I9, USB4I3; WHB4I5 Choose and give reasons to use specific technologies to analyze selected geographic problems (e.g., aerial photographs, geographic information systems (GIS), geographic positioning system (GPS), to determine the extent of water pollution in harbors, or the range of deforestation in several locations).(2) See also: EB1I1, EB1I4, EB4I1, EB4I4; USB3I9, USB4I3; WHB4I5 Through the Eyes of a Refugee: a study of Afghanistan’s refugee crisis and the decision making process for locating refugee camps. The lesson is available on the National Geographic website. (2) See also: WHB4I2, WHB4I4
<p>Teacher Notes: <i>Absolute location</i> - the location of a point expressed by a grid reference (latitude and longitude). <i>Community</i> - any group living in the same area or having interests, work, etc. in common. <i>Conservation</i> - the careful use and protection of natural resources, such as soil, forests, and water. <i>Database</i> - a compilation, structuring, and categorization of information for analysis and interpretation.</p>	

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Distribution - the arrangement of items over a specified area.

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

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

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

Location - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

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

Mental Maps - the mental image a person has of an area.

Natural resource - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

Physical feature - a natural characteristic of a place (elevation, landforms, vegetation).

Political features - spatial expressions of political behavior; boundaries on land, water, and air space; cities, towns, counties, countries.

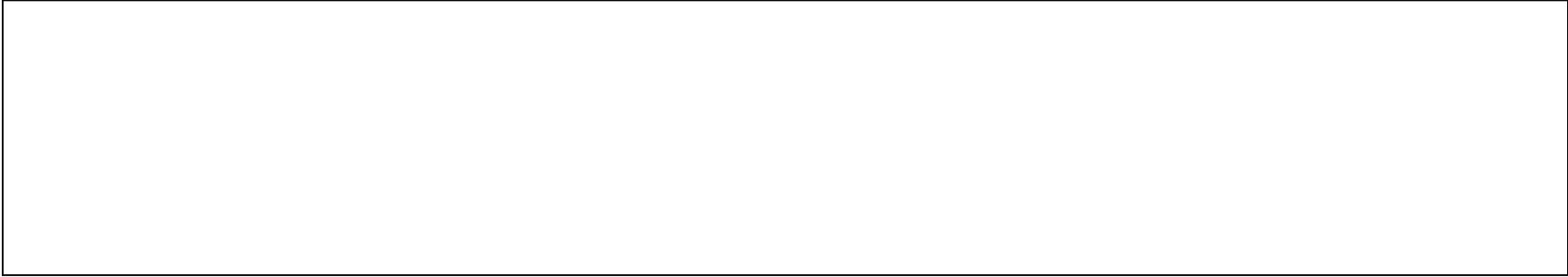
Relative location - the location of a place or region in relation to other places or regions (northwest or downstream).

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, <i>religion</i>, language, occupations, industries, <i>resources</i>, governmental systems, <i>economic systems</i>). 2. ▲ (A) analyzes the factors that contribute to human changes in <i>regions</i> (e.g., <i>technology</i> alters use of place, <i>migration</i>, changes in <i>cultural characteristics</i>, political factors). 3. (K) recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects a person to others from that region and defines them to others as Midwesterners with particular characteristics and values). 4. (A) 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). 5. (A) analyzes the ways in which people's perception of <i>places</i> and <i>regions</i> affect their decisions (e.g., land use, property value, settlement patterns, job opportunities). 	<ul style="list-style-type: none"> • Prepare a cause and effect chart to illustrate the changes in modes of transportation from canals to steam engines and how transportation impacted the movement of people in Europe (2) See also: EB1I2, EB1I3, EB1I4, EB2I6; WHB2I4 • Develop a project integrating place, human characteristics, and physical environments (effects of climate and tectonic processes, settlement and migration processes at the borders) (2) See also: WHB4I2, WHB4I4, WHB5I4 • Generate lists of characteristics and <i>relative location</i> of regions in the United States: Sun Belt, Rust Belt, Wheat Belt, etc. (3) See also: USB4I2, USB4I3, USB4I4 • Use maps to interpret patterns of movement of African Americans in the 1950s and 60s in search of job opportunities (5) See also: USB3I5, USB3I7 • Evaluate the effects of population growth and urbanization on places: air pollution in Mexico City, Los Angeles, and Milan, Italy; the loss of farmlands to rapidly growing urban areas. (2, 5) See also: EB1I4; USB3I9, USB4I3; WHB4I5 • Interpret how people express attachment to places and regions in essays, songs, films, novels, and poems. (5) See also: KB1I6, KB2I2; USB1I12; WHB1I1, WHB2I9, WHB3I6
<p>Teacher Notes:</p> <p><i>Cultural characteristics</i> - (See culture; human feature)</p> <p><i>Economic system</i> - establishes how a country produces and distributes goods and services.</p> <p><i>Migration</i> - the movement of people or other organisms from one region to another.</p> <p><i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p> <p><i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p> <p><i>Relative location</i> - the location of a place or region in relation to other places or regions (northwest or downstream).</p> <p><i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p>	

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Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.

Benchmark 3: Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) analyzes the patterns of <i>physical processes</i> and their effect on humans (e.g., weather patterns, earthquakes, drought, desertification). 2. (A) analyzes the <i>distribution</i> of ecosystems by examining relationships between soil, climate, plant, and animal life. 3. (K) 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). 4. (A) analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., <i>carrying capacity</i>, <i>biological magnification</i>, reduction of species diversity, acid rain, ozone depletion, contamination). 	<ul style="list-style-type: none"> • Chart the economic impact of hurricanes on Florida’s <i>economy</i> and on insurance rates in the southeastern region of the United States. (1) See also: EB1I4, EB4I1, EB4I4, EB5I4 • Define relationships between changes in landforms and the effects of climate: erosion of hill slopes, deposits of sediments by floods, shaping of the land by wind. (1) See also: WHB4I5 • Use maps and aerial photographs to illustrate how natural disasters as floods, hurricanes, tsunamis can alter landscapes: e.g., changes of the Florida coast after Hurricane Andrew in 1992, Mississippi River floods of 1993, tsunami in southeast Asia in 2005. (1) See also: USB4I3 • Analyzes the changes in the distribution of animal life in the Midwest from the 1950’s to today: turkeys, armadillos, mountain lions. (2) See also: USB3I9 • Construct a simple model of <i>tectonic plates</i> to demonstrate how continental drift is a dynamic physical process. (3) • Use the “O, SAE can you see?” model (C.L. Salter) for reading landscapes to study patterns in geography as a definition of place. O – Observation, S – Speculation, A – Analysis, E – Evaluation. (1) web resource: NCGE
<p>Teacher Notes: Recommendation: the graduation requirements included in the revised Quality Performance Accreditation regulations will go into effect with the senior class of 2009, or the freshmen of 2005-06. Included in the requirements is a third credit in science. The science program 9-12 must include concepts (not courses) in biological, physical, and earth science. Please consider the indicators from Benchmark 3 above to create a well-rounded study of the earth’s physical systems. <i>Biological magnification</i> - the way chemicals build up in organisms, as each consumes other organisms lower in the food chain. <i>Carrying capacity</i> - the maximum number of animals and/or people a given area can support at a given time. <i>Depletion</i> - the lessening or exhaustion of a supply.</p>	

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Distribution - the arrangement of items over a specified area.

Economy - the production and distribution of goods and services within an economic system.

Plate tectonics - the theory that the uppermost part of the earth is divided into plates that slide or drift very slowly, causing the formation of physical features, such as mountains.

Physical process - a course or method of operation that produces, maintains, or alters Earth's physical systems (e.g., glaciation, erosion, deposition).

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (A) identifies trends of population growth and <i>migration</i> in response to environmental, social, economic, political, or technological factors (e.g., stress on <i>infrastructure</i>, impact on environment, <i>cultural diffusion</i>, socio-economic changes and pressures). (A) analyzes how communication and transportation facilitate cultural interchange (e.g., <i>nationalism</i>, ethnic pride, cross-cultural adaptation, popularity of ethnic foods). (A) evaluates <i>market</i> areas to determine reasons for success or failure (e.g., advantages of <i>location</i>, <i>trade</i> partnerships, land value, wars, labor <i>supply</i> and <i>cost</i>, <i>resource</i> availability, transportation access, <i>government</i> structure, political cooperation). (A) analyzes the purpose and characteristics of settlements (e.g., village vs. town vs. city, cities in development vs. developed countries, rise of <i>megalopolis</i> edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation <i>technology</i>, increasing number of <i>ethnic enclaves</i>). ▲(K) gives examples of how cultural cooperation and conflict are involved in shaping the <i>distribution</i> 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). 	<ul style="list-style-type: none"> Use population graphs to compare and contrast environmental change – rural to urban and rural to urban in the post WWI U.S.A. Use population density graphs and data on air quality to determine the impact of increased population to the environment (1) See also: EB114, USB315, USB319, USB412 Examine the ethnic <i>regions</i> within Chicago, New York City, and Los Angeles to determine patterns of movement and settlement as well as the stresses on regional infrastructures. (1) See also: USB412, USB413, USB414, USB415 Evaluate examples of the spread of culture traits that contribute to cultural convergence (U.S. based fast food franchises in Russia and Eastern Europe, the use of the English language worldwide in science and business). (2) See also: EB313, EB314, EB315; CB512; USB411; WHB416 Use the construct of the city as a place from 9 a.m. – 5 p.m. to create a discussion about the difference between inner cities, edge cities, the megalopolis, and metropolitan corridor. (4) See also: KB312; USB315, USB319, USB412 Urban Daydreams –identify the 10 most significant cities of the world and then offer support for those choices. The lesson is available on the National Geographic website. (4) web resource: http://www.nationalgeographic.com/xpeditions/lessons/02/g912/urban.html.
<p>Teacher Notes: <i>Cultural diffusion</i> -the spread of cultural elements from one culture to another. <i>Distribution</i> - the arrangement of items over a specified area. <i>Ethnic enclaves</i> - areas or neighborhoods within cities that are homogeneous in their ethnic make-up, and are usually surrounded by different ethnic groups (Chinatown). <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Infrastructure</i> - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector. <i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p>	

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Market - exists whenever buyers and sellers exchange goods and services.

Megalopolis - a large, sprawled urban complex, created through the spread and joining of separate metropolitan areas.

Migration - the movement of people or other organisms from one region to another.

Nationalism - intense loyalty and devotion to one's country; desire for national independence.

Region - an area with one or more common characteristics or features which make it different from surrounding areas.

Technology - science applied to achieve practical purposes.

Trade - the exchange of goods or services for other goods and services or money.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(A) examines the impact that <i>technology</i> has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste). 2. ▲(A) examines alternative strategies to respond to constraints placed on <i>human systems</i> by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction). 3. (A) discusses the pros and cons of specific policies and programs for <i>resource</i> use and management (e.g., EPA, building restrictions, mandated recycling, grazing). 	<ul style="list-style-type: none"> • Use graphs and charts regarding world agricultural production in the 19th and 20th century to show the increase of people fed per acre and the decrease in the number of farmers engaged in food production. (1) See also: EB1I3, EB2I1, EB2I2, EB2I3, EB2I5, EB2I6; KB3I2, KB3I4; USB4I4; WHB5I1 • Explain the spatial consequences, deliberate and inadvertent of human activities that have global implications (dispersal of animal and plant species world, increases in runoff and sediment; alterations in the <i>hydrologic cycle</i>). (1) See also: EB1I4; USB3I9, USB4I2; WHB4I5 • Evaluate the <i>carrying capacity</i> of selected <i>regions</i> to predict the likely consequences of exceeding the environmental limitations (Siberia). (1) See also: EB1I4; USB3I9, USB4I2; WHB4I5 • Map the waterways of western Europe to illustrate and interpret the changes in the rivers over time to create routes of trade, transport and travel through the 15th, 16th and 17th centuries. (2) See also: WHB1I3, WHB2I4 • Assign a selected EPA policy to each cooperative group. Analyze the policy – define purpose, list pros and cons, and draw conclusions regarding the effectiveness of the policy to protect the environment. (3) See also: CB4I6; EB1I4, EB4I4; USB3I9, USB4I3 • Evaluate the geographic consequences of the development and use of various forms of energy (renewable, non-renewable, and flow resources). (3) See also: CB4I6; EB1I4, EB4I4; USB3I9, USB4I3; WHB4I5
<p>Teacher Notes:</p> <p><i>Carrying capacity</i> - the maximum number of animals and/or people a given area can support at a given time.</p> <p><i>Human system</i> - human entities that are interrelated, (a city, an airport, and a transportation network).</p> <p><i>Hydrologic Cycle</i> - the continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.</p> <p><i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

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Resource - an aspect of the physical environment that people value and use.

Technology - science applied to achieve practical purposes.

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History

(Kansas embedded with United States History Course)

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation.2. (A) analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism.3. (A) explains the significance of the Girard newspaper <i>Appeal to Reason</i> to the Socialist movement in the United States.4. (K) discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917).5. (K) understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s.6. (K) explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins).7. (K) explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages).	<ul style="list-style-type: none">• Read the People’s Party Platform of 1892, as well as the Republican and Democratic platforms. Compare and contrast the platforms. Write an editorial, with supporting arguments, endorsing one of the platforms. (1) See also: CGB4I1, EB1I3, EB3I4; USB1I1, USB1I3• Review editorials or political cartoons from the Appeal to Reason to determine the Socialist point of view. Give a speech from the Socialist perspective. (3) See also: CB4I1, CB4I2, CB4I6; USB1I2• Study one of the following: 1) the writings of Langston Hughes, 2) the poetry of Frank Marshall Davis, 3) the art of Aaron Douglas, and, 4) the jazz music of Coleman “Hawk” Hawkins. Develop a performance piece about the influence of each artist and their art form on the emerging African American identity. Discuss how art, literature, and music can help create a racial identity and the ways in which this identity helps move forward the struggle for racial equality. (6) See also: USB1I12
<p>Teacher Notes:</p>	

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History

(Kansas embedded with United States History Course)

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(A) uses <i>primary source</i> materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters). 2. (A) researches how the WPA altered the Kansas landscape. (e.g., public art, bridges, parks, swimming pools, libraries). 3. (A) analyzes Alf Landon’s 1936 speech accepting the Republican nomination for President in terms of the debate over the role of <i>government</i> in the United States recovery. 4. (K) understands the role of Kansas aviation companies in World War II. 5. (K) understands how conscientious objectors in Kansas participated in alternative service to the country during World War II. 	<ul style="list-style-type: none"> • Watch the film or read the book Grapes of Wrath. Compare and contrast the film (or the book) to actual accounts of the Dust Bowl found in diaries, letters, or oral histories. Review each source for its credibility, purpose, and point of view. How does the film (or book) capture the <i>era</i>? (1) See also: EB114, GB212 • Read Alf Landon’s 1936 speech accepting the Republican nomination for President. Compare and contrast his views with Franklin Roosevelt on unemployment, government spending, the U.S. <i>Constitution</i>, and state’s rights. Research current events and find examples of ways the debate over the U.S. government’s role in recoveries continues. (3) See also: CGB214, EB411&2&4 Alf Landon’s acceptance speech web resource: http://www.kshs.org/portraits/landon_alfred_m.html • Read selections from William Stafford’s Down in My Heart: Peace Witness in Wartime, about this Kansan’s experience as a conscientious objector in World War II and the alternative service he performed. (5) See also USB216
<p>Teacher Notes: <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society. <i>Era</i> - a period of history marked by some distinctive characteristic. <i>Government</i> - institutions and procedures through which a territory and its people are ruled. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Spending</i> - the use of money to buy goods and services.</p>	

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History

(Kansas embedded with United States History Course)

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) analyzes <i>Brown vs. Board of Education of Topeka</i> as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case.2. (K) explains how Kansans have responded to increasing <i>urbanization</i> and <i>industrialization</i>.3. (A) traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments.4. (A) debates the ways state <i>government</i> has tried to balance the <i>needs</i> of farmers, industries, environmentalists, and <i>consumers</i> in regards to water protection and regulation.	<ul style="list-style-type: none">• Create a timeline of Kansas laws pertaining to segregation in Kansas. Look at some of the earlier legal challenges to segregated schools in Kansas. Discuss the cases in terms of the equality or inequality of the segregated schools. (1) See also: CGB211, CGB413• During the legislative session locate a pending bill that addresses water issues in Kansas. Write a position paper on the bill, citing its <i>cost</i> and <i>benefit</i> to various interest groups. (4) See also: GB513
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants. <i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Cost</i> - something that is given up to satisfy your wants. <i>Industrialization</i> - the growth of machine production and the factory system. <i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p>	

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History
(Kansas embedded with United States History Course)

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) researches a contemporary issue in Kansas and constructs a well developed argument in support or opposition of position.2. (A) examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events.	<ul style="list-style-type: none">• Using newspaper accounts examine issues concerning race relations in Kansas in the 20th century. Determine the cause and effect of the issues. (2) See also USB217, USB317
<p>Teacher Notes:</p>	

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History
(Kansas embedded with United States History Course)

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 5: The student engages in historical thinking skills.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) analyzes a theme in Kansas history to explain patterns of continuity and change over time.2. (A) develops historical questions on a specific topic in Kansas history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.3. (A) investigates an event in Kansas history using primary and <i>secondary sources</i> and develops a credible interpretation of the event, speculating on its meaning.4. (A) compares competing historical narratives in Kansas history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	<ul style="list-style-type: none">• Compare how historians have written about <i>Brown vs. Board of Education</i>. Compare and contrast various interpretations and determine what historical questions were the basis of the work. (4) See also: CGB211• Primary source resources: www.kshs.org http://www.archives.gov/central-plains/kansas-city/index.html
<p>Teacher Notes: <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) examines topics in the transformation of American <i>society</i> in the rise of big business, heavy industry, and mechanized farming in the late 19th century (e.g., <i>Social Darwinism</i>, Gospel of Wealth, “Robber Barons” or “Captains of Industry”, Sherman Antitrust Act, muckrakers). 2. (A) explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket Tragedy, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes). 3. (A) analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, <i>government</i> ownership of railroads, graduated <i>income</i> tax, direct election of senators, election reform). 4. ▲ (A) examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over <i>imperialism</i>, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy). 5. (K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson). 6. (A) analyzes the reasons for and impact of the United States’ entrance into World War I. 7. (A) analyzes how the home front was influenced by United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee). 8. (K) retraces the progress of the women’s suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting <i>rights</i> in the 19th 	<ul style="list-style-type: none"> • Compare the Robber Barons to business people of today. Discuss: What characteristics still hold true in today’s society about socio-economics which also existed at the turn of the century? What inequalities exist based on unequal distributions of wealth? (1) See also: CB4I6; EB1I1, EB1I3, EB2I1, EB2I2, EB2I5, EB2I6, EB4I4 • Create a graphic organizer comparing each movement. List the <i>benefits</i> to each movement and what groups of people were included and which groups of people were excluded from participation. (2) See also: CB4I2, CB4I5, CB4I6, CB4I8; EB1I2, EB1I4, EB3I2, EB5I1, EB5I2 • Select two primary source documents, one being pro-imperialism and the other being anti-imperialism. Read both documents. Debate the issues presented in the primary sources. (4) See also: CB5I2, CB5I6; EB1I1, EB1I2, EB1I4, EB4I4; GB4I5 web resource: www.boondocksnet.com/ai/index.html • Create a cause and effect chart for the start of WWI. Include how imperialism, <i>militarism</i>, <i>alliances</i>, and <i>nationalism</i> played a role in the war’s development. (6) See also: GB4I5; WHB3I1 • Create a timeline of Susan B. Anthony’s life that shows her life in ten year increments above the timeline and changes in society below. (8) See also: USB5I1 • Read <i>The Great Gatsby</i>. Keep a reading response journal. Keep this question in mind as journal is completed: How was F. Scott Fitzgerald responding to his country in the 1920’s through this novel? One side of the journal should reflect historical significance and the other side of the journal should be the response to the novel. (12) • Listen to music, read African American poetry (Langston Hughes), view the movies from the 1920’s. Compare current music to music from the 1890’s thru WWI. Discuss: Why did jazz break into the

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- Amendment).
9. (A) analyzes factors that contributed to changes in work, *production* and the rise of a consumer culture during the 1920's (e.g., leisure time, *technology*, communication, travel, assembly line, *credit* buying).
 10. (A) evaluates various social conflicts in the early 1920's (e.g., rural vs. urban, *fundamentalism* vs. modernism, prohibition, *nativism*, flapper vs. traditional woman's role).
 11. (A) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great *Migration*, race riots, NAACP, Tuskegee).
 12. (A) interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz *culture*).

mainstream American culture at this moment in history? (12) See also: USB513

Teacher Notes:

Benefit - something that satisfies one's wants.

Credit - an arrangement for deferred payment for goods and services; money available for someone to borrow.

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

Government - institutions and procedures through which a territory and its people are ruled.

Imperialism - the policy of increasing a nation's authority by acquiring or controlling other nations.

Migration - the movement of people or other organisms from one region to another.

Militarism - a policy of aggressive military preparedness.

Nationalism - intense loyalty and devotion to one's country; desire for national independence.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Production - the creation of value or wealth by producing goods or services.

Rights - those individual liberties granted to all persons through the U. S. Constitution.

Social Darwinism - a theory in sociology that individuals or groups achieve advantage over others as the result of genetic or biological superiority

Society - a group of people bound together by the same culture.

Technology - science applied to achieve practical purposes.

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**History
(United States History)**

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">(A) analyzes the causes and impact of the Great <i>Depression</i> (e.g., overproduction, <i>consumer debt</i>, banking regulation, unequal <i>distribution of wealth</i>).▲(A) analyzes the <i>costs</i> and <i>benefits</i> of New Deal programs. (e.g., <i>budget deficits</i> vs. creating employment, expanding <i>government</i>. CCC, WPA, Social Security, TVA, <i>community infrastructure</i> improved, dependence on subsidies).(A) analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin).(A) analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lange, Woody Guthrie, John Steinbeck).(A) analyzes the debate over and reasons for United States entry into World War II (e.g., growth of <i>totalitarianism</i>, America First Committee, neutrality, <i>isolationism</i>, Pearl Harbor).▲(K) discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).(K) examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees).(A) examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons).	<ul style="list-style-type: none">Create a cause and effect chart on the Great Depression using information from <i>Where Did all the Money Go: The Great Depression Mystery</i>. (1) See also: EB114, EB211, EB212, EB213, EB214, EB215, EB216, EB217, EB412, EB414, EB512 Web resource: http://www.econedlink.org/lessons/index.cfm?lesson=EM558&page=teacherDiscuss the original intent for the New Deal social programs. Have the programs met needs of society as intended? Why or why not? (2) See also: EB114, EB212, EB414, EB511; KB212 Web resource: http://memory.loc.gov/learn/lessons/97/depress/overview.htmlRole-play debates or hold a mock round-table discussion group as Hoover, Roosevelt, Landon, Long and Coughlin in front of the class. The rest of the class acts as an audience and poses questions to each character. (3) See also: EB114, EB212, EB414, EB511; KB212Use WWII posters as <i>primary sources</i> and discuss how they were used to influence and promote behaviors at home regarding the war. (6) See also: KB512, KB513; USB512, USB513 Web resource: http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.htmlRead excerpts of letters or diaries from internment camps. (7) See also: GB113, GB215, GB415 Web resource: http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wiij/japanese_relocation.html
Teacher Notes:	

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Benefit - something that satisfies one's wants.

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

Community - any group living in the same area or having interests, work, etc. in common.

Consumer - a person who buys goods or services to satisfy wants.

Cost - something that is given up to satisfy your wants.

Debt - the accumulated negative balance.

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

Distribution - the arrangement of items over a specified area.

Government - institutions and procedures through which a territory and its people are ruled.

Infrastructure - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

Isolationism - a national policy by which a country does not become involved with other nations in agreements and/or alliances.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Totalitarianism - a form of government in which the political authority exercises absolute and centralized control over all aspects of life

History
(United States History)

High School

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) explains why the United States emerged as a superpower as the result of World War II. 2. ▲(A) 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). 3. (A) evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident). 4. (A) evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp). 5. (A) analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway system, space as the New Frontier, Johnson's Great Society). 6. (A) analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik, reaction to the Military Industrial Complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal). 7. ▲(K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., <i>Brown vs. Board of Education of Topeka</i>, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX). 8. (K) discusses events that contributed to the end of the Cold War (e.g., Détente, Nixon's visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and Mikhail Gorbachev). 9. (A) evaluates the causes and effects of the reform movements of 	<ul style="list-style-type: none"> • Use a word web to associate terms, people, countries, and actions with the Cold War. (2) See also: GB415; WHB411 • Create a graphic organizer with these headings: Truman, Eisenhower, Kennedy and Johnson. Under each leader, describe world events and hot topics, plans developed in reaction to those events, what resulted from those plans and if the plans failed or succeeded. (3, 4) See also: GB415; WHB411; CB512, CB514, CB515, EB114 • Military Industrial Complex Speech resource: http://www.sourcewatch.org/wiki.phtml?title=Military-industrial_complex (6) • Read <i>primary</i> and <i>secondary sources</i> of groups and peoples involved with the struggle for civil rights. Discussion: What were the opposing viewpoints? What has changed socially as a result of those movements? What groups continue to struggle for civil rights today? (7) See also: KB412, KB514; USB514 <p>Web resources:</p> <p>http://www.archives.gov/digital_classroom/lessons/davis_case/davis_case.html</p> <p>http://www.archives.gov/digital_classroom/lessons/jackie_robinson/jackie_robinson.html</p> <p>http://www.archives.gov/digital_classroom/lessons/memphis_v_mlk/memphis_v_mlk.html</p>

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the 1960s and 1970s (e.g., environmentalism – Rachel Carson, EPA; consumer protection – Ralph Nader; changes in the American labor movement – Cesar Chávez).

Teacher Notes:

Era - a period of history marked by some distinctive characteristic.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Rights - those individual liberties granted to all persons through the U. S. Constitution.

Secondary source - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).

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**History
(United States History)**

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (K) examines the relationship of the United States to the rest of the world in the post Cold War <i>era</i> (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture).2. (A) describes the impact of developments in <i>technology</i>, global communication, and transportation.3. (A) researches major contemporary social issues.4. (A) describes how changes in the national and global <i>economy</i> have influenced the work place.5. (A) examines United States immigration policy to understand the affects of legal and illegal <i>immigration</i> (e.g., political, social, economic).	<ul style="list-style-type: none">• Using newspapers and news magazines, read articles about acts of terrorism in the United States and around the world. Identify commonalities and differences in these attacks in terms of who, what, why, where, and how of the events. (1) See also: GB415
<p>Teacher Notes: <i>Economy</i> - the production and distribution of goods and services within an economic system. <i>Era</i> - a period of history marked by some distinctive characteristic. <i>Immigration</i> - to enter and settle in a country to which one is not native. <i>Technology</i> - science applied to achieve practical purposes.</p>	

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**History
(United States History)**

High School

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 5: The student engages in historical thinking skills.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) analyzes a theme in United States history to explain patterns of continuity and change over time.2. (A) develops historical questions on a specific topic in United States history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.3. ▲ (A) uses <i>primary</i> and <i>secondary sources</i> 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).4. (A) compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	<ul style="list-style-type: none">• Analyze the Civil <i>Rights</i> Movement. Discuss: have minority groups (women, African Americans, Hispanic Americans, etc) achieved equality? Why or why not? (1) See also: USB118, USB1110, USB317• Read excerpts from <i>Brown vs. Board of Education of Topeka</i>. What were the viewpoints of each side? How did the nation react? Do we live in a integrated society today? (2, 3, 4) See also: USB317 <p>Web resource: http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html</p>
<p>Teacher Notes: <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution. <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(A) analyzes the changes in European thought and <i>culture</i> resulting from the <i>Renaissance</i> (e.g., more secular worldview; Machiavelli, Shakespeare; <i>humanism</i>; innovations in art: Michelangelo, Da Vinci; architecture: St. Peters Dome). 2. (A) investigates the changes in European thought and culture resulting from the Reformation (e.g., establishment of Protestant faiths, <i>Counter reformation</i>, Gutenberg Press, Catholic vs. Protestant wars of <i>religion</i>). 3. (K) examines the economic and social consequences of European exploration and expansion (e.g., rise of European power, <i>mercantilism</i>, <i>Columbian Exchange</i>, impact on indigenous people in North and South America, trans-Atlantic slave <i>trade</i>). 4. (A) compares and contrasts the rise of <i>constitutionalism</i> in Britain with political structures in France. (e.g., changes resulting from the English Civil War and Glorious Revolution: English Bill of Rights, establishment of Parliament, French <i>Absolutism</i>). 5. (K) explores the growth of Russian Absolutism (e.g., Ivan the Terrible, Peter the Great, Catherine the Great). 6. (K) explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of <i>Shi'ism</i> in Persia, the establishment of Islamic rule in India). 7. ▲(K) describes why East Asia withdrew into <i>isolationism</i> during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions) 	<ul style="list-style-type: none"> • Select two works of art with one being a work by Michelangelo and one being a work by Da Vinci. Identify key elements in each. Then compare and contrast their technique. Provide an opinion on each of the works of art. (1) • Discuss selections from the English Bill of Rights and records from Louis XIV's court. Create a graphic organizer to compare and contrast Constitutionalism and Absolutism. (5) See also: CGB213 Web resource: http://www.yale.edu/lawweb/avalon/avalon.htm • Use <i>primary sources</i> to identify causes of the Ming <i>Isolationism</i> and Tokugawa Shogunate Isolationism. Compare and contrast the differences and similarities between the two societies. Investigate the long-term impact of isolationism on each country. (7) See also: GB415 Web resource: http://afe.easia.columbia.edu

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Teacher Notes:

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

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

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

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

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

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

Isolationism - a national policy by which a country does not become involved with other nations in agreements and/or alliances.

Mercantilism - an economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Religion - a system of beliefs for satisfying peoples' spiritual wants/needs.

Renaissance - a revival or rebirth, usually referring to the revival of classical learning in Italy after the Middle Ages.

Shi'ism - the branch of Islam that regards Ali as the legitimate successor to Mohammed and rejects the first three caliphs

Trade - the exchange of goods or services for other goods and services or money.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) explains essential concepts from the Scientific Revolution (e.g., the Heliocentric Theory; Natural Law; scientific method). 2. ▲(K) 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). 3. (A) analyzes outcomes of the American and French Revolutions (e.g., the establishment of republican <i>government</i> grounded in Enlightenment thought, the deterioration of the French <i>Republic</i> into the reign of terror; the spread of revolutionary ideas and <i>nationalism</i> with the growth of Napoleonic France). 4. (A) explores <i>industrialization</i> and its consequences in Britain (e.g., the rise of <i>laissez-faire economics</i> in Britain, Adam Smith, Chartists, development of the middle class). 5. ▲(A) compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, <i>militarism</i>, modernization, industrialization). 6. (K) describes the motives and impact of <i>imperialism</i> (e.g., motives: economic-<i>natural resources</i> and expansion of <i>trade</i>, the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian- missionaries and the ideology of <i>Social Darwinism</i>, political- naval bases and expansion of political control; restriction of human <i>rights</i> in King Leopold's Congo; development of <i>infrastructure</i>; roads, schools, hospitals, railroads; assimilation and loss of indigenous <i>culture</i>). 7. (A) analyzes the causes and impact of the Russian Revolution (e.g., the idea of <i>communism</i> as an economic alternative to 	<ul style="list-style-type: none"> • Research and role-play a philosopher from the Enlightenment. Simulate a round table discussion inviting each philosopher. Pose the question: What makes for a good government? What is the recipe for good government? Encourage interactive discussion among the philosophers. (2) See also: CGB212 • Make a Venn diagram showing the strengths and weaknesses of German Unification and the Meiji Restoration. Discuss the points on which points both regimes intersect. (5) See also: GB415; EB114 • Select one of the anti-colonial movements and research the two key issues of that anti-colonial movement. Participate in a panel discussion where members of each area and the colonizer of that area are represented on the panel. (8) See also: GB415; EB114

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- capitalism*; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of *totalitarianism*).
8. ▲ (A) 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).
9. (K) describes the impact of cross-cultural exchange on artistic developments of the late 19th century (e.g., *romanticism*; *impressionism*, impact of Asian culture on western culture).

Teacher Notes:

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

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

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

Government - institutions and procedures through which a territory and its people are ruled.

Imperialism - the policy of increasing a nation's authority by acquiring or controlling other nations.

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

Industrialization - the growth of machine production and the factory system.

Infrastructure - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

Laissez-faire economics - an economic doctrine that opposes governmental regulation of or interference in commerce beyond the minimum necessary for a free-enterprise system to operate according to its own economic laws.

Militarism - a policy of aggressive military preparedness.

Nationalism - intense loyalty and devotion to one's country; desire for national independence.

Republic - a government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

Rights - those individual liberties granted to all persons through the U. S. Constitution.

Romanticism - an artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis on the individual's expression of emotion and imagination, departure from the attitudes and forms of classicism, and rebellion against established social rules and conventions.

Social Darwinism - a theory in sociology that individuals or groups achieve advantage over others as the result of genetic or biological superiority

Trade - the exchange of goods or services for other goods and services or money.

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) analyzes the causes and immediate consequences of WWI (e.g., <i>imperialism</i> rivalries: Triple Entente, Triple Alliance, <i>nationalism</i>, arms race in England, France, and Germany; Treaty of Versailles, reparations, War Guilt Clause). 2. (K) describes the emergence of contemporary Middle East (e.g., <i>petroleum society</i>, Zionism, Arab nationalism, Balfour Declaration, dissolution of the Ottoman Empire, Armenian Genocide, Ataturk's modernization of Turkey). 3. ▲(A) examines the nature of <i>totalitarianism</i> in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human <i>rights</i>, secret police, state supremacy over individual rights, role of private property, class structure). 4. (A) analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British-Soviet alliance; Holocaust; Nanjing; introduction of nuclear weapons; war crime trials). 5. (A) analyzes the independence movement in India (e.g., Gandhi, non-violence, Salt March, boycotts, creation of Pakistan). 6. (K) describes major intellectual, social, and artistic developments (e.g., <i>surrealism</i>, mural art of Mexico, <i>Bauhaus</i>, emergence of film and radio, rise of psychology, antibiotics, <i>cubism</i>). 	<ul style="list-style-type: none"> • Create a cause and effect diagram after examining issues of totalitarianism in <i>Fascist</i> Germany and the USSR. Compare and contrast how totalitarianism functioned in the two countries. (3) See also: EB2I5
<p>Teacher Notes: <i>Bauhaus</i> - a German style of architecture begun by Walter Gropius in 1918 <i>Cubism</i> - a style of painting and sculpture developed in Paris in the early 20th century, characterized by the drawing of natural forms into abstract, often geometric shapes. <i>Impressionism</i> - a theory or style of painting originating and developed in France during the 1870s, characterized by concentration on the immediate visual impression produced by a scene and by the use of unmixed primary colors and small strokes to simulate actual reflected light. <i>Nationalism</i> - intense loyalty and devotion to one's country; desire for national independence. <i>Society</i> - a group of people bound together by the same culture.</p>	

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Surrealism - a 20th-century literary and artistic movement that attempted to express the workings of the subconscious and is characterized by fantastic imagery and incongruous juxtaposition of subject matter.

Totalitarianism- a form of government in which the political authority exercises absolute and centralized control over all aspects of life

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Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World Since 1945.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world. (e.g., roots in WWII, Mao's China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for non-aligned nations; collapse of <i>Communism</i> in Europe). 2. (A) examines issues of social justice and human <i>rights</i> as expressed in the <i>United Nations Universal Declaration of Human Rights</i>. 3. ▲(K) 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 <i>nationalism</i>: Suez Crisis, petroleum based <i>interdependence</i>). 4. (A) analyzes the impact of international organizations on global interaction (e.g., the United Nations; Organization of American States, NATO, non-governmental organizations such as the International Red Cross, European Union). 5. (A) examines the <i>trade-offs</i> made by societies between economic growth and environmental protection in a world of limited resources. (e.g., the Green Revolution, population pressure, water, pollution, <i>natural resource</i> degradation). 6. (K) describes major intellectual, social and artistic developments (e.g., decoding DNA, space <i>technology</i>, consumerism, <i>post-modernism</i>, responses to globalization, <i>feminism</i>, <i>fundamentalism</i>, telecommunications). 	<ul style="list-style-type: none"> • Debate the creation of the state of Israel. Assign sides: pro-Israeli and pro-Palestinian, neutral, or UN stance. Prior to debates, research positions using <i>primary sources</i>, finding at least three points to support point of view. Discuss how the creation of Israel impacts Middle East relations today. (2, 3, 4) See also: CGB513&4 • Universal Declaration of Human Rights resource: http://www.un.org/Overview/rights.html (2)
<p>Teacher Notes: <i>Communism</i> - a political and economic system based on the writings of Karl Marx in which the state controls the production and distribution of goods, and social classes and private ownership are discouraged. <i>Feminism</i> - the movement advancing women's rights and interests. <i>Fundamentalism</i> - a movement or attitude stressing strict and literal adherence to a set of basic principles. <i>Interdependence</i> - people relying on each other in different places or in the same place for ideas, goods, and services.</p>	

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Nationalism - intense loyalty and devotion to one's country; desire for national independence.

Natural resource - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

Post-modernism - several artistic movements since the 1960s that have challenged the philosophy and practices of modern arts or literature.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Region - an area with one or more common characteristics or features which make it different from surrounding areas.

Technology - science applied to achieve practical purposes.

Trade-off - getting less of one thing in order to get a little more of another.

United Nations Declaration of Human Rights- an organization of independent states formed in 1945 to promote international peace and security

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Benchmark 5: The student engages in historical thinking skills.

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none">1. (A) analyzes a theme in world history to explain patterns of continuity and change over time.2. (A) develops historical questions on a specific topic in world history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.3. (A) uses primary and <i>secondary sources</i> about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion).4. (A) compares competing historical narratives in world history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	<ul style="list-style-type: none">• Investigate the Treaty of Versailles in relation to the Mandate System that emerges through that document and the League of Nations. Pose the question: Was the Mandate System beneficial for the Middle East countries that were created? Use primary and secondary sources as a part of research to write an essay. (1, 2, 3, 4) See also: WHB3I2, WHB4I3, GB4I5 web resource: http://www.fordham.edu/halsall/mod/modsbook.html
<p>Teacher Notes: <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	