

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

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to the

Kansas Standards
for History, Government,
Economics and Geography
Grades K-6



G/SS-43

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the *Kansas Standards for History, Government, Economics and Geography*. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies
Here We Go
to the
Kansas Standards for History, Government, Economics and Geography
Kindergarten**

Civics-Government

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.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) recognizes rules and why they exist (e.g., home, classroom, playground).</p>	<p>TE: School Rules, 35–38; Signs, 77–80; Rules, 81-84; Home Fire Safety, 158</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) recognizes appropriate ways to behave in the classroom.</p>	<p>TE: School Rules, 35–38; Solving Problems, 39–42; School Helpers, 43–47</p>
<p>2. (K) identifies the characteristics of a friend and/or helpful classmate.</p>	<p>TE: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) knows school authority figures and ways they establish order and provide safety in a school setting.</p>	<p>TE: School Helpers, 43–47; Community Helpers, 85–88; People Who Help Us, 278</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) demonstrates good citizenship (e.g., sharing, listening, taking turns, and following rules).</p>	<p>TE: Decision Making, 10, 37, 153; Getting Along, 27–30; Solving Problems, 39–42, 149, 226; How Can We Help Each Other? 40–41; How Can We Help the Earth? 226–227; Citizenship, 38, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) identifies leaders at home and school (e.g., parents, guardians, teachers, principal).</p>	<p>TE: School Helpers, 43–47; Community Helpers, 85–88; Name the Workers, 113; People Who Help Us, 278</p>

Economics

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

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
The student: 1. ★ (K) - (\$) understands that a person cannot have everything he/she <i>wants</i> , so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).	TE: Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142
2. (K) - (\$) explains what he/she gives up when a choice is made.	TE: Making Choices, 139–142

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
The student: (K) - (\$) understands the use of money to purchase <i>goods and services</i> .	TE: Earning Money, 131–134; Using Money, 135–138

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. ★ (K) - (\$) discusses the <i>benefits</i> of saving money.</p>	<p>TE: Making Choices, 139–142</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (A) - (\$) gives examples of types of jobs that he/she does within the family.</p>	<p>TE: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130</p>

Geography

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

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.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) identifies and correctly uses terms related to <i>location</i>, direction, and distance (e.g., up/down, left/right, near/far, here/there).</p>	<p>TE: Positions, 31–34; Maps, 73–76;</p>
<p>2. ★ (K) locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).</p>	<p>TE: Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212; United States Map, 213–216; World Map, 217–220; Globe, 221–224</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, <i>town</i>, school).</p>	<p>TE: Homes, 23–26; Neighborhoods, 69–72; Maps, 73–76; Communities, 89–92</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) describes seasonal changes and how they affect an individual.</p>	<p>TE: Weather, 185–188; Seasons, 189–192</p>

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.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies ways people can maintain or improve the quality of their environment.</p>	<p>TE: Conserve Resources, 225–228</p>

Kansas, United States, and World History

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 understands the significance of important individuals and major developments in history.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
The student: 1. (K) identifies and explains how tools and <i>technology</i> used in the home/school meet people’s <i>needs</i>.	TE: Changes in Travel, 271–274; Scientists and Inventors, 275–278; Then and Now, 313–316

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
The student: 1. (K) explains how each individual has a personal history.	TE: Families, 19–22; Alike and Different, 301–304; Family Celebration, 309–312
2. ★ (A) compares and contrasts his/her own life with life in a city and/or a rural <i>community</i>.	TE: Homes, 23–26; Neighborhoods, 69–72; Communities, 89–92

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) identifies family customs and traditions and explains their importance.</p>	<p>TE: Families, 19–22; Alike and Different, 301–304; Family Celebration, 309–312</p>
<p>2. (K) understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state’s birthday.</p>	<p>TE: United States Map, 213–216. For related information see: National Symbols, 251–254; Celebrations, 267–270</p>
<p>3. (A) locates the state of Kansas using a map of the United States.</p>	<p>TE: United States Map, 213–216</p>
<p>4. (K) recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).</p>	<p>TE: For related information see: Celebrations, 93–97; Thanksgiving, 263–266; Celebrations, 267–270</p>

Benchmark 4: The student engages in historical thinking skills.

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. ★(K) places events in sequential order.</p>	<p>TE: Students explore sequencing and changes over time on pages 48, 246–247, 273 and 313-316.</p>
<p>2. (A) uses information to find main idea.</p>	<p>TE: Main Idea and Details, 29, 41, 75, 79, 83, 95, 137, 145, 164, 230, 280</p>

Kindergarten Knowledge and/or Application Indicators	Scott Foresman Social Studies
3. (K) scans historic photographs to gain information.	TE: Photographs, 253, 256–257, 269, 272–273, 276–277, 314
4. (A) asks questions, shares information, and discusses ideas about the past.	TE: Unit 5: The U.S.A., 251-254, 255-258, 259-262, 263-266, 267-270, 271-274, 275-279, 281-282; Then and Now, 313-316

**Scott Foresman Social Studies
All Together
to the
Kansas Standards for History, Government, Economics and Geography
Grade One**

Civics-Government

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.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) discusses the need for rules in the family, school, and <i>community</i> with an understanding of both positive and negative consequences.</p>	<p>PE/TE: Rules We Follow, 22–25; What did You Learn? 41; Community Laws, 70-71; TE only: Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) identifies shared ideals within American society (e.g., truth, fairness, justice, loyalty, freedom).</p>	<p>PE/TE: Citizenship in Action, H4-H5; Community Laws and Leaders, 70a–73a; Caring for Our Resources, 170a–173; Vocabulary, 186-187; Choosing Our Country’s Leaders, 218-221; The Star Spangled Banner, 224–225; Voting, 226; Freedom, 186, 198–199, 202–205, 208–209; TE only: Citizenship, 4, 16, 19, 21a, 27a, 69, 73, 113, 159, 161, 172, 186, 204, 209, 211, 225</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (A) demonstrates leadership qualities by taking on responsibilities in the classroom and home (e.g., line leader, passing out papers, keeping room clean).</p>	<p>PE/TE: Rules We Follow, 22–25; Problem on the Playground, 26–27; Community Laws and Leaders, 70-71; TE only: Class Letter, 73a; Mayor for a Day, 73a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies <i>privileges as benefits</i> which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time).</p>	<p>PE/TE: For related information see: Rules We Follow, 22–25; Problem on the Playground, 26–27; TE only: Our Rules, 27a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) recognizes that people can make rules and leaders can enforce rules.</p>	<p>PE/TE: Citizenship in Action, H4-H5, Rules We Follow, 22–25; Community Laws and Leaders, 70-71; TE only: Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a</p>

Economics

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.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) understands individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes).</p>	<p>PE/TE: Spending and Saving, 104–105; Kid’s Kitchen, 112-113; Our Earth’s Resources, 156-159; Caring for Our Resources, 170-173; TE only: What Will You Buy? 104a; Piggy Bank Saving, 107a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i>.</p>	<p>PE/TE: Spending and Saving, 104–105; Money Around the World, 106–107; Penny, 228; TE only: The Rainy Day, 104a; About Money, 106; Piggy Bank Saving, 107a; Making Cents, 217a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. ★ (K) - (\$) discusses why people save money in a bank.</p>	<p>PE/TE: Spending and Saving, 104–105; TE only: What Will You Buy? 104a; Piggy Bank Fun, 107a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) - (\$) understands that people have jobs to earn a wage.</p>	<p>PE/TE: Special Things We Do, 62–65; Ben’s Jobs, 94–97; Welcome to Job Day! 108–111; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134; TE only: Guess My Job, 108a; About Different Types of Jobs, 109; I Spy a Job, 115a; ; Job Activities, 115a; Who’s Working, 115a; What’s My Line? 115a</p>

Geography

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

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.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★(K) describes the purposes of maps and the globe (e.g., model of earth, representation of earth’s features).</p>	<p>PE/TE: Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201; Maps, 11, 18, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 123, 144, 145, 155, 160, 163, 169, 174, 190, 200, 207, 217, 221, 222, 244, 257, 263, R2, R3, R4, R6, R8</p>
<p>2. (A) finds Kansas on a wall map.</p>	<p>PE/TE: Where in the World Do I Live? 74a–79a</p>
<p>3. (A) makes a map to represent some <i>location</i> important to them.</p>	<p>PE/TE: Map Handbook, H16–H26; Making Maps, 55, 61, 121, 179; TE only: Making Maps, 45, 54, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p>
<p>4. ★ (K) locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean)</p>	<p>PE/TE: Where in the World Do I Live? 74a–79a; Map of the World, R4–R5; Locate Land and Water, 154–155; United States Map, R6–R7, R8–R9</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) maps <i>physical and human features</i> of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).</p>	<p>PE/TE: Map Handbook, H16–H26; Making Maps, 55, 61, 121, 179; TE only: Making Maps, 45, 54, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) observes and identifies local weather conditions and patterns.</p>	<p>PE/TE: Different Kinds of Weather, 142-145; Weather, 146-147, 148-149, 181, 182; TE only: What’s the Weather, 142a; Weather, 149a</p>

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.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies ways in which people depend on the physical environment to meet <i>needs</i> and <i>wants</i> (e.g., water, food, fuel).</p>	<p>PE/TE: Interview with a Farmer, 116–119; Looking at Our Land and Water, 150–153; Our Earth’s Resources, 156–159; Interview About Farm History, 164–167; Biography: Sacagawea, 168–169</p>
<p>2. (K) describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).</p>	<p>PE/TE: Different Kinds of Communities, 56–57; Interview with a Farmer, 116–119; Different Kinds of Weather, 142–145; Looking at Our Land and Water, 150–153; Our Earth’s Resources, 156–159; Interview About Farm History, 164–167</p>
<p>3. (A) lists ways people can maintain or help the quality of their environment.</p>	<p>PE/TE: Show You Care, 136–137; Celebrate the Earth, 140–141; Tree Musketeers, 160–161; Caring for Our Resources, 170–173; Endangered Animals, 174–175; TE only: What Can You Do? 161; Can You Use Less? 170a; School Recycling, 172; Save Animals, 175a; Mugs, 175a; Blue Whales, 175a</p>

Kansas, United States, and World History

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 understands the significance of important individuals and major developments in history.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) tells the story of an important person in his/her life.</p>	<p>PE/TE: James’s Story, 188–189</p>
<p>2. ★ (K) identifies the office of the president as the leader of the United States and identifies the first president and the current president.</p>	<p>PE/TE: President, 186, 215, 216–217, 221, 226, 228 George Washington, 204–205, 208, 215</p>

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) describes the <i>needs</i> of a family (e.g., food, shelter).</p>	<p>PE/TE: Getting to Know Andrew, 8-9; Families Long Ago, 12–13; Welcome to My Neighborhood, 50–53</p>

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
2. (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).	PE/TE: For related information see: Interview with a Farmer, 116–119; Interview About Farm History, 164–167; Visiting the Market, 238–239
3. (A) compares at least two types of shelter used by families today (e.g., apartment, frame house, mobile home, duplex).	PE/TE: Home and School, 14-16; Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-57; TE only: My Home, 190a
4. ★ (A) compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).	PE/TE: Native Americans, 190–191; Chart and Graph Skills: Read a Diagram, 192–193; Native American Objects, 194–195; TE only: My Home, 190a
5. ★ (K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).	PE/TE: For related information see: Families Long Ago, 12–13; Different Kinds of Communities, 56–57; Interview About Farm History, 164–167
6. ★ (A) uses a timeline to share the history of a family (e.g., his/her own family, a family from literature).	PE/TE: For related information see: Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; TE only: Living Time Lines, 149a

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) recognizes the United States flag, Pledge of Allegiance, and bald eagle as important national symbols.</p>	PE/TE: Pledge of Allegiance, 16–17; Symbols in Our Country, 208–209; Our Country’s Flag, 210–111

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (K) recognizes the Kansas flag and identifies the symbols on it (e.g., motto, stars, American Indians and buffalo, farmer plowing, pioneers and cabin, steamboat, etc.).</p>	<p>PE/TE: For related information see flag page 16.</p>
<p>3. (K) identifies some important United States national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day, Memorial Day).</p>	<p>PE/TE: Read a Calendar, 20–21; Special Things We Do, 62-65; Chinese New Year, 66-67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a</p>

Benchmark 4: The student engages in historical thinking skills.

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. ★(K) puts events in chronological order.</p>	<p>PE/TE: Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164; Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; TE only: Living Time Lines, 149a</p>
<p>2. ★(A) uses information to provide details to support a main idea in history.</p>	<p>PE/TE: Main Idea and Details, 15, 33, 36, 45, 55, 63, 65, 72, 81, 102, 106, 108, 113, 115, 119, 127, 140, 142, 144, 156, 170, 173, 179, 196</p>

First Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (A) asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.</p>	<p>PE/TE: Native Americans, 190–191; Native American Objects, 194–195; Early Travelers to America, 196–199; Map and Globe Skills: Use a History Map, 200–201; The Colonies Become Free, 202–205; Biography: Benjamin Franklin, 206–207; Symbols in Our Country, 208–209; Then and Now: Our Country’s Flag, 210–211; We Celebrate Holidays, 212–215; Biography: Abraham Lincoln, 216–217; Choosing Our Country’s Leaders, 218–221; Citizen Heroes: Eleanor Roosevelt, 222–223</p>

**Scott Foresman Social Studies
People and Places
to the
Kansas Standards for History, Government, Economics and Geography
Grade Two**

Civics-Government

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.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) recognizes that rules provide order and safety and <i>benefit</i> all school and <i>community</i> members.</p>	<p>PE/TE: Rules and Laws, 4, 9, 33, 44, 154, 156, 167–169</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies and defines the characteristics of a good citizen (e.g., honesty, courage, <i>patriotism</i>, tolerance, respect).</p>	<p>PE/TE: Citizenship Skills, H2–H9; Voting, 11; Voting for Leaders, 172–179; Begin with a Song, 148–149; Discovery Channel School: Get Out the Vote, 194–195; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; TE only: Citizenship, 4, 12, 15a, 29, 75, 89, 98, 105, 111a, 117, 183, 211</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) recognizes that the United States <i>Constitution</i> is a written plan for the rules of government (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school).</p>	<p>PE/TE: Federal Government, 166-169; The Land of Freedom, 180–183; Thirteen Colonies, One Country, 216–219; TE only: The Preamble, 171a</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) discusses how <i>rights</i> and <i>privileges</i> change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom).</p>	<p>PE/TE: Living in a Neighborhood, 8-11; Citizen Heroes: Kids Care Clubs, 12-13; Local Government, 154–157; Voting for Leaders, 172–175; The Land of Freedom, 180–183; Unit 4 Review, 190–193</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) demonstrates leadership in the classroom.</p>	<p>PE/TE: Voting for Leaders, 172–175; TE only: Diagram Leadership, 133a; Let’s Vote On It, 172a</p>

Economics

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.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) knows the difference between <i>goods</i> and <i>services</i>, and provides examples how each satisfies people's <i>wants</i> and <i>needs</i>.</p>	<p>PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109</p>
<p>2. (K) identifies examples of <i>producers</i> and <i>consumers</i>.</p>	<p>PE/TE: Producers and Consumers, 68-71, 104a, 120-123, 126-129, 134-137, 140-141</p>
<p>3. ★ (A) - (\$) identifies the <i>opportunity cost</i> of a choice (e.g., next best alternative not chosen).</p>	<p>PE/TE: Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 145; TE only: A Classroom Store, 104a</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i> (e.g., <i>trade with barter</i> or money).</p>	<p>PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 142-143, 178</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) explains the advantage of choosing to save or spend money that is earned or received.</p>	<p>PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131</p>
<p>2. ★ (K) - (\$) defines a <i>budget</i> as a plan for <i>spending</i> and saving <i>income</i>.</p>	<p>PE/TE: Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) - (\$) understands that people earn an <i>income</i> and sometimes <i>benefits</i> for the work they do and gives examples of different types of work within a <i>community</i> both today and in the past.</p>	<p>PE/TE: Choosing Goods and Services, 104–105; Services in Our Community, 112a–115; Goods from the Factory to You, 120a–123; Can You Guess These Workers? 140–141; TE only: Make a Jobs Booklet, 111a</p>
<p>2. ★ (K) - (\$) knows that a decision-making process can help people make <i>spending</i> and saving decisions.</p>	<p>PE/TE: Personal Economic Decisions, 76-79, 82-85, 86-87, 88-89, 104a, 104-107, 108-109, 110-111, 126-129, 130-131, 145</p>

Geography

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.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) makes and uses maps to represent and locate familiar <i>places</i> within cities and Kansas (e.g., title, symbols, <i>legend</i>, <i>compass rose</i>, cardinal directions, grid system).</p>	<p>PE/TE: Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215; TE only: Making Maps, 45, 54, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p>
<p>2. ★ (K) identifies and correctly uses terms: North, South, East, West.</p>	<p>PE/TE: Use a Compass Rose, 124–125</p>
<p>3. ★ (K) locates major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).</p>	<p>PE/TE: Equator, 38; Landforms and Water on a Map, 60–61; Geography Skill, H18, H19, H24, H25; Map: Atlas, R8–R9</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) identifies physical and human changes that have taken place over time in the local <i>region</i> (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses).</p>	<p>PE/TE: A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) describes how weather affects environment (e.g., deciding when crops are planted and harvested, lack of rain causes drought, early freeze kills plants).</p>	<p>PE/TE: Where People Live, 62–65; How and Where People Live, 66-67; Seasons, 69-70; TE only: Desert Life, 67a</p>

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.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) identifies the past and present settlement or development patterns of his/her <i>community</i> or local area.</p>	<p>PE/TE: A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67</p>

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

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) describe how <i>physical systems</i> influence people and their activities.</p>	<p>PE/TE: Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Where People Live, 62–65; From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; The First Americans, 202–205</p>

Kansas, United States, and World History

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 understands the significance of important individuals and major developments in history.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).</p>	<p>PE/TE: Westward Ho! 228–229; Linking Our World, 278–281, Robert Fulton, 282–283; Review, 286–287</p>
<p>2. ★ (A) compares and contrasts the ways people communicate with each other past and present.</p>	<p>PE/TE: Linking Our World, 278a–281; Communication, 247; TE only: Communicate in Code, 283a</p>
<p>3. ★ (A) identifies important innovations made in the past that influence today (e.g., Wright Brothers – airplane; Henry Ford – automobile; Ancient China – irrigation, paper; Inca – highways to connect cities).</p>	<p>PE/TE: Linking Our World, 278a–281; Communication, 247; Transportation, 101, 135, 142, 228–229, 284–286</p>
<p>4. ★ (K) recognizes the impact of contributions made by leaders past and present.</p>	<p>PE/TE: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Biography, 28, 34, 74, 86, 116, 132, 170, 178, 220, 234, 268, 282</p>

Benchmark 2: The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.</p>	<p>PE/TE: Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67; The First Americans, 202–205; Colonial Williamsburg: Native Americans Meet, 208–209; Then and Now: Westward Ho! 228–229; A Step Back in Time, 272–275</p>
<p>2. ★ (A) defines <i>immigration</i> and gives past and present examples from Kansas.</p>	<p>PE/TE: Immigration, 246, 250–253, 286, 289</p>
<p>3. ★ (K) defines history as the story of the past.</p>	<p>PE/TE: Understanding the Past, 22, 28-29, 34-35, 66, 74-75, 86-87, 116-117, 132-133, 150, 151, 170-171, 176-177, 178-179, 182-183, 198-199, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 220-221, 222-225, 226-227, 228-229, 230-233, 234-235, 236-237, 238-239, 240, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 282-283, 284-285, 286-287</p>

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) recognizes the importance of the <u>Declaration of Independence</u> and the <u>Star Spangled Banner</u>.</p>	<p>PE/TE: Declaration of Independence, 217; Star Spangled Banner, 180</p>
<p>2. (A) locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter’s Mill).</p>	<p>PE/TE: Landmarks in Our Country, 264–267; Here and There: Landmarks Around the World, 270–271</p>

Benchmark 4: The student engages in historical thinking skills.

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) creates and uses timelines.</p>	<p>PE/TE: Read a Time Line, 226–227; Time Lines, 240, 256–257</p>
<p>2. (A) locates information using both <i>primary</i> and <i>secondary sources</i>.</p>	<p>PE/TE: Primary Sources, 28-29, 34-35, 74-75, 86-87, 90, 116-117, 132-133, 170-171, 178-179, 188, 220-221, 234-235, 236, 268-269, 284-285; Primary Sources, 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281</p>
<p>3. ★ (A) uses information to understand cause and effect.</p>	<p>PE/TE: Reading Social Studies: Cause and Effect, 54–55; Cause and Effect, 11, 29, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 108, 110, 111, 135, 156, 162, 167, 168, 171, 179, 182, 183, 204, 211, 216, 221, 224</p>

Second Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. (A) compares and contrasts to draw conclusions.</p>	<p>PE/TE: Draw Conclusions, 3, 11, 13, 18, 23, 25, 28, 31, 33, 35, 37, 41, 43, 53, 67, 75, 77, 79, 84, 87, 89, 99, 105, 106, 113, 114, 117, 1121, 122, 123, 127, 128, 129, 133, 135, 136, 139, 149, 161, 171, 174, 179, 182, 186, 188, 189, 204, 205, 207, 212, 213, 215, 217, 221, 223, 229, 231, 237, 245, 251, 252, 255, 259, 269, 270, 271, 273, 274, 279, 281, 283, 285</p>
<p>5. (A) uses research skills (e.g., discusses ideas; formulates broad and specific questions; finds and selects information with help; records, organizes and shares information).</p>	<p>PE/TE: Unit Reviews, 44–47, 92–95, 142–145, 190–193, 238–241, 286–289; Research Skills, H10, H11, H12–H13, H14–H15</p>

**Scott Foresman Social Studies
Communities
to the
Kansas Standards for History, Government, Economics and Geography
Grade Three**

Civics-Government

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.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) explains the purpose of rules and laws and why they are important in a <i>community</i>.</p>	<p>PE/TE: Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400</p>
<p>2. (K) explains the necessity of rules in order to provide public safety in a free and orderly society.</p>	<p>PE/TE: Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) understands that <i>civic values</i> are influenced by people’s beliefs and <i>needs</i> (e.g., need for safety, health, and well-being).</p>	<p>PE/TE: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366-371; Here and There, 372-373; Citizenship in History, 374-375; Being a Good Citizen, 376-379; State Government, 398-401</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) recognizes that citizenship has <i>rights, privileges, and civic responsibilities</i> (e.g., <i>community service, voting, treating others with respect</i>).</p>	<p>PE/TE: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366-371; Here and There, 372-373; Citizenship in History, 374-375; Being a Good Citizen, 376-379; State Government, 398-401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229</p>

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. ★ (K) understands the importance of communicating ideas to community leaders (e.g., expressing the need for a new <i>town</i> park, expressing concern over a landfill, requesting recycling programs).</p>	<p>PE/TE: Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229; Citizenship Skills, H2–H3</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) defines <i>government</i> as people or groups who make, apply, and enforce rules and laws for others within a family, school, or community.</p>	<p>PE/TE: United States Government, 366–371; Your Local Government, 382–383; Community Services, 384–387; Community Leaders, 390–395; State Government, 398–401</p>
<p>2. (K) identifies people or groups who make, apply, and enforce rules or laws within a family, school, or <i>community</i> (e.g., parent/guardian, police, mayor, governor, president).</p>	<p>PE/TE: Services Local Governments Provide, 386; Community Leaders, 392; Laws, 76–77, 90, 360, 377, 391, 392, 393, 395, 399–400</p>

Economics

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.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) knows that there are not enough available resources to satisfy all <i>wants</i> for <i>goods</i> and <i>services</i>.</p>	<p>PE/TE: For related information see: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–305</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) identifies and gives examples of markets that occur when buyers and sellers exchange <i>goods</i> and <i>services</i> in the <i>community</i>.</p>	<p>PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) knows that when <i>borrowing</i> money the <i>consumer</i> is receiving <i>credit</i> that must be repaid.</p>	<p>PE/TE: For related information: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) - (\$) lists <i>goods</i> and <i>services</i> in the <i>community</i> that are paid for by taxes (e.g., roads, parks, schools, fire protection).</p>	<p>PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Depending on Others, 328–333; World Trade, 338–339</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) - (\$) analyzes how <i>needs</i> and <i>wants</i> are met through <i>spending</i> and <i>saving</i> decisions.</p>	<p>PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305</p>
<p>2. ★ (K) - (\$) identifies consequences of <i>borrowing</i> and <i>lending</i>.</p>	<p>PE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305</p>

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
3. ★ (A) - (\$) gives an example of <i>income</i> and how the money was spent or saved.	PE/TE: For related information: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305

Geography

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.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) applies <i>geographic tools</i>, including grid systems, symbols, <i>legends</i>, <i>scales</i> and a <i>compass rose</i> to construct and interpret maps.</p>	PE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388
2. (A) uses a data source as a tool (e.g., graphs, charts, tables).	PE/TE: Charts, Graphs, Tables, Time Lines, 14, 56, 87, 158, 216, 234, 248, 291, 292, 302, 324, 327, 378, 391, 392, 399, 400

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. ★ (A) identifies and gives examples of the difference between political and <i>physical features</i> on a map.</p>	<p>PE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398</p>
<p>4. ★ (K) locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).</p>	<p>PE/TE: World Communities, 26–29; Oceans, 153, 210, 285; Maps, R4–R5</p>
<p>5. (A) compares characteristics of urban, suburban, and rural areas.</p>	<p>PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59</p>
<p>6. ★ (A) discusses reasons for the particular <i>locations</i> in a <i>community</i> are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).</p>	<p>PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50</p>
<p>7. ★ (K) locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring towns, his/her county seat).</p>	<p>PE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388</p>

Benchmark 2: Places and Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth’s surface.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) identifies the physical characteristics of the local <i>community</i> (e.g., landforms, bodies of water, <i>natural resources</i>, weather, seasons).</p>	<p>PE/TE: Communities, 10–15; United States Communities, 18–23; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) compares various <i>ecosystems</i> in the <i>community</i> (e.g., <i>locations</i> and characteristics of plant and animal life).</p>	<p>PE/TE: A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189; What Is Your Community’s Environment, 142–147; Living in Different Climates, 150–155</p>

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.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) examines how people in their <i>community</i> interact with people in other communities in Kansas.</p>	<p>PE/TE: For related information see: A Crossroads Community, 186–189; Depending on Others, 328–330; A World of Trade, 334–339</p>

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

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) discusses the consequences of human modifications in their <i>community</i> on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).</p>	<p>PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Using Resources, 318–323</p>
<p>2. ★ (K) identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel <i>consumption</i>, clothing, recreation, jobs, <i>resource</i> availability).</p>	<p>PE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189</p>

Kansas, United States, and World History

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 understands the significances of important individuals and major developments in history.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) researches the contributions of historical and current day individuals significant in his/her <i>community</i>.</p>	<p>PE/TE: Important Contributions, 5, 13, 28–29, 68–69, 82–83, 85, 86, 87–89, 92, 94, 121, 122–123, 154, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 321, 322, 337, 352, 353, 358–361, 362–363, 368, 370–371, 372–373, 374–375, 396–397, 406, 407; Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403</p>

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) compares life in his/her <i>community</i> with another community. (e.g., population/location, jobs, customs, history, natural <i>resources</i>, ethnic groups, local government).</p>	<p>PE/TE: For related information see: Communities, 10–15; United States Communities, 18–23; Then and Now, 44, 154, 331, 360; Compare and Contrast, 70–71; Unit Project, 64, 132, 198, 280, 348, 410</p>

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
2. ★ (A) retells the history of the community using local documents or <i>artifacts</i> .	PE/TE: For related information see: Unit Project, 132

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Christmas, Cinco de Mayo, Hanukkah, Kwanzaa, Lunar New Year, Ramadan, St. Lucia, St. Patrick’s Day).</p>	<p>PE/TE: Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; N’cwala, an African Thanksgiving, 124–125; Celebrate! 132; Pledge of Allegiance, 350-351; Calendar Pages, TR15–TR28</p>
2. (K) locates and explains the importance of landmarks and historical sites within the local <i>community</i> or his/her region of Kansas.	PE/TE: Here and There, 54, 124, 182, 220, 340, 372; Map Adventure: Washington, D.C., 369
3. (A) describes various <i>cultures</i> by studying dance, music, <i>folklore</i> , and arts of <i>ethnic groups</i> within his/her community or <i>region</i> of Kansas.	PE/TE: Celebrating Cultures, 104–109; Dancing to Celebrate Culture, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; Here and There: N’cwala, an African Thanksgiving, 124–125; Review, 126–127

Benchmark 4: The student engages in historical thinking skills.

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) creates and uses timelines to illustrate a <i>community's</i> history.</p>	<p>PE/TE: Time Lines, 248–249, 275, 339</p>
<p>2. (A) locates information about communities from a variety of sources.</p>	<p>PE/TE: Chapter Review, 34–35, 58–59, 100–101, 126–127, 168–169, 192–193, 238–239, 274–275, 314–315, 342–343, 380–381, 404–405; Unit Review, 62–63, 130–131, 196–197, 278–279, 346–347, 408–409</p>
<p>3. (A) uses information to frame important historical questions.</p>	<p>PE/TE: History, 54, 124, 182, 220, 340, 372; Historical Questions and Issues, 46-47, 60-61, 82-83, 84–89, 90–95, 96-97, 114–115, 118-119, 128-129, 156-157, 176-177, 180, 190-191, 200, 208–211, 214–219, 224–227, 230–235, 228-229, 236-237, 242–247, 250–255, 258–263, 266–269, 272-273, 276-277, 312-313, 326-327, 350-351, 360, 364-365, 402-403, 406, 407</p>
<p>4. ★ (A) observes and draws conclusions in his/her own words.</p>	<p>PE/TE: Social Studies: Draw Conclusions, 138–139; Reading Skills: Draw Conclusions, 3, 15, 19, 21, 25, 44, 50, 57, 75, 76, 80, 81, 85, 86, 91, 92, 96, 95, 97, 113, 122, 124, 142, 143, 145, 147, 150, 152, 155, 157, 160, 161, 163, 165, 167, 172, 173, 175, 178, 179, 181, 186, 187, 189, 195, 210, 215, 217, 219, 220, 232, 243, 251, 260, 261, 265, 267, 269, 273, 276, 283, 298, 302, 303, 305, 308, 309, 313, 336, 341, 345, 351, 360, 363, 367, 369, 407</p>

Third Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>5. (A) identifies and compares information from <i>primary</i> and <i>secondary</i> sources.</p>	<p>PE/TE: Primary Sources, 46-47, 60-61, 82-83, 96-97, 118-119, 128-129, 156-157, 176-177, 180, 190-191, 200, 228-229, 236-237, 272-273, 276-277, 312-313, 326-327, 350-351, 360, 364-365, 402-403, 406, 407; TE only, 133h, 199h, 281h, 349h</p>
<p>6. (A) uses research skills (e.g., selects relevant information, organizes and shares information in his/her own words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information, and records information).</p>	<p>PE/TE: Research Skills, H4–H9; Research and Writing Skills: Use the Library, 212–213; Chapter Review, 34–35, 58–59, 100–101, 126–127, 168–169, 192–193, 238–239, 274–275, 314–315, 342–343, 380–381, 404–405; Unit Review, 62–63, 130–131, 196–197, 278–279, 346–347, 408–409</p>

**Scott Foresman Social Studies
Regions
to the
Kansas Standards for History, Government, Economics and Geography
Grade Four**

Civics-Government

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.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) evaluates rules and laws using two basic criteria: the law or rule serves the <i>common good</i>, the law or rule must be possible to follow.</p>	<p>PE/TE: Laws, 47, 50–52</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) defines shared ideals across <i>regions</i> in the United States (e.g., the right to vote, freedom of religion and speech, concern for <i>general welfare</i>, consent of the governed).</p>	<p>PE/TE: Americans All, 38–45; We the People, 46–55; The Strength of Our Freedoms, 56–62; Citizen Heroes, 60, 148, 200, 260, 318, 416; Building Citizenship Skills, H2; Citizenship in Action, H3</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) recognizes the United States <i>Constitution</i> as the document that defines the <i>rights</i> and <i>responsibilities</i> of citizens in the United States.</p>	<p>PE/TE: We the People, 46–52; The Strengths of Our Freedoms, 56–59; A New Nation, 131; Thirteenth Amendment, 137; Nineteenth Amendment, 138; Building the Nation, 197; United States Documents, R28-R31</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) determines how people can participate in <i>government</i> and why it is important (e.g., jury duty, voting, running for office, <i>community service</i>).</p>	<p>PE/TE: Building Citizenship Skills, H2; Citizenship in Action, H3; Citizenship Activities, 38–41, 42–44, 46–48, 49–52, 56–59, 60–61, 62–63, 123, 136–138, 139, 148–149, 200–201, 205, 238–239, 260–261, 318–319, 350–351, 416–417; TE only: 45, 61, 128, 141, 148, 200, 207, 260, 272, 273, 318, 354, 416</p>
<p>2. (K) recognizes how individuals have a civic <i>responsibility</i> for meeting the needs of communities (e.g., responding to disasters with donations and volunteering, recycling).</p>	<p>PE/TE: Building Citizenship Skills, H2; Citizenship in Action, H3; Citizen Heroes, 60, 148, 200, 260, 318, 416; Issues and Viewpoints, 238, 350; Citizenship Activities, 38–41, 42–44, 46–48, 49–52, 56–59, 60–61, 62–63, 123, 136–138, 139, 148–149, 200–201, 205, 238–239, 260–261, 318–319, 350–351, 416–417; TE only: 45, 61, 128, 141, 148, 200, 207, 260, 272, 273, 318, 354, 416</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) describes the function of <i>state governments</i> (e.g., establish law for the state, provide public service, provide public safety).</p>	<p>PE/TE: For related information see We the People page 46, A Government for the People page 47, and The Three Branches of Government pages 50–51.</p>

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
2. ★ (K) defines capital as the location of state and national government.	PE/TE: Location of Capital, 35, 98; Washington, D.C., 14, 48, 51, 131, 197
3. ★ (K) defines capitol as the building in which government is located.	PE/TE: Capitol, 50

Economics

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.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) - (\$) knows that every <i>spending</i> and <i>saving</i> decision has an <i>opportunity cost</i>.</p>	PE/TE: For related information see Making Choices page 78.
<p>2. (A) identifies examples of how <i>natural, capital, and human resources</i> are used in <i>production of goods and services</i> (e.g., land resources [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]).</p>	PE/TE: Human Resources, 31; Growth of Industry, 70-71, Trade Then and Now, 72-79; Interdependent, 81-82; Review, 88-89; Hub of the Nation, 276-279; Workers, 143, 146, 147, 260, 261; Resources, 112-115, 116-120, 246-249, 314-317, 384-388

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. ★ (A) traces the production, <i>distribution</i>, and <i>consumption</i> of a particular good in the state or <i>region</i>.</p>	<p>PE/TE: For related information see: The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89 and Hub of the Nation, 276–278</p>
<p>4. (A) gives an example of economic <i>specialization</i> that leads to <i>trade</i> between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper).</p>	<p>PE/TE: Trade Then and Now, 72-79; Trade 280</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) - (\$) defines the characteristics of an <i>entrepreneur</i> and gives an example of someone who shows those characteristics (e.g., risk taker, innovator, gets together all <i>resources</i> needed to produce a product).</p>	<p>PE/TE: Andrew Carnegie, 147; John Deere, 273; Levi Strauss, 407</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) defines <i>market economy</i> as an <i>economic system</i> in which buyers and sellers make major decisions about <i>production</i> and <i>distribution</i>, based on <i>supply</i> and <i>demand</i>.</p>	<p>PE/TE: The Land of Plenty, 66–71; Trade Then and Now, 72–79</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) - (\$) discusses ways workers can improve their ability to earn <i>income</i> by gaining new knowledge, skills, and experience.</p>	<p>PE/TE: Human Resources, 31; Growth of Industry, 70-71, Trade Then and Now, 72-79; Interdependent, 81-82; Review, 88-89; Workers, 143, 146, 147, 260, 261</p>
<p>2. ★ (A) analyzes the <i>costs</i> and <i>benefits</i> of making a choice.</p>	<p>PE/TE: Economic Decisions, 29, 60-61, 74, 78-79, 88-89, 318-319, 350-351</p>

Geography

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.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) applies <i>geographic tools</i>, including grid systems, symbols, <i>legends</i>, <i>scales</i>, and a <i>compass rose</i> to construct and interpret maps.</p>	<p>PE/TE: Maps, H10–H22, 13, 19, 20, 22, 24, 25, 40, 41, 54, 83, 86, 105, 114, 133, 144, 167, 170, 173, 174, 181, 191, 195, 234, 247, 265, 279, 281, 309, 326, 333, 341, 347, 372, 381, 387, 401, 402, 403, 409, 414, R2–R15; Geography Skills, H10–H22</p>
<p>2. (A) uses a data source as a tool (e.g., graphs, charts, tables).</p>	<p>PE/TE: Chart and Graph Skills, 110–111, 134–135, 240–241; Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382, 413</p>
<p>3. ★ (A) identifies and give examples of the difference between political and <i>physical features</i> within a <i>region</i>.</p>	<p>PE/TE: Regions, H10–H22, 6, 7, 8, 11, 12–15, 17, 20, 21, 26–31, 80–85, 104–109, 112–115, 142–146, 178–183, 246–249, 268–272, 314–317, 338–343, 346–348, 384–388, 410–415; Geography Skills, H10–H22</p>
<p>4. ★ (K) identifies major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, <i>peninsulas</i>, rivers, oceans).</p>	<p>PE/TE: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15; Geography Skills, H10–H22</p>

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>5. ★ (K) locates major physical and <i>political features</i> of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, Kansas River, Arkansas River, Atlanta, Grand Canyon, Gulf of California, Mt. McKinley, Puerto Rico, Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, San Francisco, Dallas, Phoenix, Seattle, Everglades, Yellowstone National Park, Niagara Falls, Mississippi River).</p>	<p>PE/TE: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Geography Skills, H10–H22</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) identifies and compares the physical characteristics of eastern to western Kansas and <i>regions</i> of the United States (e.g., rainfall, <i>location</i>, land and water features, climate, vegetation, <i>natural resources</i>).</p>	<p>PE/TE: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Geography Skills, H10–H22</p>
<p>2. (K) identifies the human characteristics of Kansas and regions of the United States (e.g., people, <i>religions</i>, languages, customs, economic activities, housing, foods).</p>	<p>PE/TE: Culture, 1f, 4, 13, 17, 41, 45, 53, 74–75, 95f, 98, 107–108, 115, 139, 147, 152–153, 157f, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310–311, 312, 329, 345, 349, 354–355, 359f, 362, 373, 385–386, 389, 399, 407</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies and describes the physical components of Earth’s atmosphere, land, water, <i>biomes</i> (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats).</p>	<p>PE/TE: Climate, 18-23; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Geography Skills, H10–H22</p>
<p>2. (A) explains features and patterns of Earth’s surface in terms of <i>physical processes</i> (e.g., weathering, erosion, water cycle, soil formation, mountain building).</p>	<p>PE/TE: Geography Skills, H12–H15; Living in the United States, 7; Climate, 18-23; Review, 34-35; Sunlight and Storms, 172–175; Hurricanes, 176–177; Varied Climates, 309; Mountains, 365, 372; Volcanoes, 374–375; Climates in the West, 378-383; TE only: Hurricane, 157h</p>
<p>3. (A) explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between <i>flora</i> and <i>fauna</i> and the environment).</p>	<p>PE/TE: Climate, 18-23; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373; Geography Skills, H10–H22</p>

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.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (K) describes the types and characteristics of political units (e.g., city, county, state, country).</p>	<p>PE/TE: For related information see: Geography Skills: Political Map page H16.</p>
<p>2. (K) identifies conditions that determine the <i>location</i> of human activities (e.g., <i>resources</i>, population, transportation, and <i>technology</i>).</p>	<p>PE/TE: For related information see Bountiful Midwestern Farms pages 246–249, Building Farms, 270–272, and Hub of the Nation pages 276–279. Human-Environment Interactions, 10–17, 18–25, 26–35, 66–71, 104–111, 112–115, 116–123, 166–171, 172–177, 178–185, 232–241, 242–245, 246–253, 300–307, 308–313, 314–321, 368–377, 378–383, 384–391</p>

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

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) examines <i>natural resource</i> challenges and ways people have developed solutions as they use <i>renewable</i> and nonrenewable <i>resources</i> (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels).</p>	<p>PE/TE: Resources, 27–29, 112–115, 116–121, 178–183, 246–249, 314–317, 384–388</p>

Kansas, United States, and World History

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 understands the significance of important individuals and major developments in history.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Robert Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp).</p>	<p>PE/TE: For related information see: Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407; Citizen Heroes, 60, 148, 200, 260, 318, 416</p>
<p>2. (K) uses traditional stories from <i>regions</i> of the United States to help define the region.</p>	<p>PE/TE: Literature, 74–75, 107–108, 179–180, 271–272, 310–311, 385–386</p>
<p>3. ★ (K) describes the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. Long).</p>	<p>PE/TE: Lewis and Clark Expedition, 41, 278, 279. For related information see: The Fur Trade pages 264–266.</p>
<p>4. (K) describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet).</p>	<p>PE/TE: Transportation and Communication, 80-86. For related information see: Internet, 262, 263; Railroads, 54, 70, 212, 281, 286, 339, 341, 342, 403, 404; Steamboat, 280; Airplane, 135</p>

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
5. (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. <i>migration</i>).	PE/TE: For related information see Building Farms pages 270–275; Ranchers and Drivers pages 341–345; and Exploration and Growth pages 400–404.
6. (K) describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).	PE/TE: For related information see Building Farms pages 270–275; Ranchers and Drivers pages 341–345; and Exploration and Growth pages 400–404.

Benchmark 2: The student understands the importance of experiences of groups of people who have contributed to the richness of heritage.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) compares the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian).</p>	PE/TE: For related information see: People of the Midwest pages 256–263, 264–269, 270–275, 276–283.
2. ★ (K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).	PE/TE: For related information see: People of the Midwest pages 256–263, 264–269, 270–275, 276–283.

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) explains the origin of the name “Kansas.”</p>	<p>PE/TE: For related information see Kansas pages 21, R18.</p>
<p>2. (K) describes the history of the Kansas state song, “Home on the Range.”</p>	<p>PE/TE: For related information see Kansas pages 21, R18.</p>

Benchmark 4: The student engages in historical thinking skills.

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ★ (A) creates and uses historical timelines (e.g., time periods, eras, decades, centuries).</p>	<p>PE/TE: Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418</p>
<p>2. ★ (A) develops a thesis statement around a historical question.</p>	<p>PE/TE: Main Idea and Details, 162–163; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 92–93, 154–155, 220–221, 288–289, 356–357, 422–423</p>
<p>3. ★ (K) understands the difference between <i>inferred information</i> and <i>observed information</i>.</p>	<p>PE/TE: Make Inferences, 15, 17, 20, 21, 22, 29, 31, 33, 43, 55, 58, 60, 77, 78, 81, 82, 99, 108, 111, 114, 115, 121, 127, 133, 138, 152, 175, 189, 196, 201, 219, 251, 258, 265, 266, 271, 277, 279, 283, 287, 295, 301, 305, 312, 329, 331, 340, 354, 355, 373, 396, 397, 398, 404, 405, 414, 417; Analyze Pictures, 5, 27, 39, 47, 68, 69, 99, 111, 153, 159, 161, 204, 279, 293, 295, 301, 315, 334, 344, 399; Interpret Visuals, 413</p>

Fourth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. ★ (A) identifies and compares information from <i>primary</i> and <i>secondary sources</i> (e.g., photographs, diaries/journals, newspapers, historical maps).</p>	<p>PE/TE: Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; For related information see: 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418; Literature and Social Studies, 74, 107, 179, 271, 310, 385; TE only: Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64; Curriculum Connection, 4, 17, 41, 98, 115, 139, 160, 183, 197, 206, 207, 226, 271, 362, 272</p>
<p>5. ★ (A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of <i>sources</i>; locates, evaluates, organizes, records and shares relevant information in both oral and written form).</p>	<p>PE/TE: Research and Writing Skills, 6, 100, 162, 228, 296, 364; Chapter Review, 35, 63, 93, 123, 155, 185, 221, 253, 289, 321, 357, 391, 419; Unit Review, 92–93, 154–155, 220–221, 288–289, 356–357, 422–423; TE only: Multimedia Library, 1c, 95c, 157c, 223c, 291c, 359c; Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64;</p>

Scott Foresman Social Studies
The United States
Building a Nation
Growth of a Nation
to the
Kansas Standards for History, Government, Economics and Geography
Grade Five

Civics-Government

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.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>0. (K) understands laws that must be followed by those in authority as well as those who are governed (limited government).</p>	<p>The United States: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>0. (K) defines the <i>rule of law</i> as a legal principle that is easily understood, and can be applied to all, including those who are rule makers.</p>	<p>The United States: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) describes the principles contained in the Declaration of Independence and the <i>Constitution</i> of the United States including the Bill of Rights (e.g., right to question the <i>government</i>, having a voice in government through representation).</p>	<p>The United States: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (K) compares how the <i>Magna Carta</i>, <i>Mayflower Compact</i>, <i>Articles of Confederation</i> and other similar documents influenced the development of American constitutional government.</p>	<p>The United States: PE/TE: Mayflower Compact, 170; Articles of Confederation, 335, 339–340, 343, 346</p> <p>Building a Nation: PE/TE: Articles of Confederation, 335, 339–340, 343, 346</p> <p>Growth of a Nation: PE/TE: Articles of Confederation, 26. See Mayflower page 15.</p>
<p>3. (A) explains the basic ideals of the American <i>republican</i> system (e.g., liberty, justice, equality of opportunity, human dignity).</p>	<p>The United States: PE/TE: Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. ▲ (K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).</p>	<p>The United States: PE/TE: George Mason, 346; Thomas Jefferson, 263, 298–299, 301, 351, 353, 363–364, 368–376, 381, 402; James Madison, 332, 345, 351, 353, 382–383; George Washington, 217, 246–249, 262, 281, 283, 296–297, 303, 304, 307–309, 315, 318–319, 335, 340, 343, 344–345, 355, 362–363, 368; Benjamin Franklin, 6, 196, 210, 211, 218, 219, 298, 305, 344, 350, 355; Thomas Paine, 262, 298; Samuel Adams, 265, 270–271, 278, 287; John Adams, 6, 262, 277, 296–298, 363, 366, 402</p> <p>Building a Nation: PE/TE: George Mason, 346; Thomas Jefferson, 263, 298–299, 301, 351, 353, 363–364, 368–376, 381, 402; James Madison, 332, 345, 351, 353, 382–383; George Washington, 217, 246–249, 262, 281, 283, 296–297, 303, 304, 307–309, 315, 318–319, 335, 340, 343, 344–345, 355, 362–363, 368; Benjamin Franklin, 6, 196, 210, 211, 218, 219, 298, 305, 344, 350, 355; Thomas Paine, 262, 298; Samuel Adams, 265, 270–271, 278, 287; John Adams, 6, 262, 277, 296–298, 363, 366, 402</p> <p>Growth of a Nation: PE/TE: Thomas Jefferson, 24, 29, 31–32; James Madison, R22; George Washington, 5, 24, 25, 30, 31; Benjamin Franklin, 24; Samuel Adams, 23; John Adams, 226</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) defines <i>federalism</i> as a system of government in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power.</p>	<p>The United States: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Building a Nation: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49</p>
<p>2. (K) defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve).</p>	<p>The United States: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Building a Nation: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (K) describes how the United States <i>Constitution</i> supports the principle of majority rule, but also protects the <i>rights</i> of the minority.</p>	<p>The United States: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Building a Nation: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49</p>
<p>4. ▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).</p>	<p>The United States: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Building a Nation: PE/TE: Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49</p>
<p>5. (K) identifies the key ideas of the Preamble.</p>	<p>The United States: PE/TE: Our Constitution, 348–350, 358–359, R30–R49</p> <p>Building a Nation: PE/TE: Our Constitution, 348–350, 358–359, R30–R49</p> <p>Growth of a Nation: PE/TE: United States Constitution, 26–28, R30–R49</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) understands that <i>rights</i> are personal, political and economic (e.g., personal: privacy, speech, <i>religion</i>; political: holding public office, voting; economic: employment, owning property, <i>copyrights</i> and <i>patents</i>).</p>	<p>The United States: PE/TE: Government by the People, 14-17; United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369, 576-577; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508, 570, 628, 646</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (K) understands that <i>privileges</i> require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be a United States citizen, residency).</p>	<p>The United States: PE/TE: Government by the People, 14-17</p> <p>Building a Nation: PE/TE: Government by the People, 14-17</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484</p>
<p>3. (K) Recognizes that <i>rights</i> require <i>responsibilities</i> of citizenship (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service).</p>	<p>The United States: PE/TE: Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369, 576-577; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508, 570, 628, 646</p> <p>Building a Nation: PE/TE: Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26-R52; Issues and Viewpoints pages 222-223, 310-311, 368-369; TE only: Citizenship, 41, 92, 160, 184, 275, 277, 300, 306, 363, 369, 423, 499, 508</p> <p>Growth of a Nation: PE/TE: Government of the People, 480–484; United States Constitution, 26–28, 110, 311, 420–421, 481–482, 484, R30–R49; Declaration of Independence, 2, 24, 29, 503, R26–R29; TE only: Citizenship, 25, 31, 62, 89, 161, 190, 226, 242, 253, 300, 347, 351, 397, 409, 433, 487, 525</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. (K) examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting).</p>	<p>The United States: PE/TE: Government by the People, 14–17; Voting, 466, 517–520, 612, 646</p> <p>Building a Nation: PE/TE: Government by the People, 14–17; Voting, 466, 517–520</p> <p>Growth of a Nation: PE/TE: Voting, 471, 48, 484</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

Economics

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.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) explains how <i>scarcity of resources</i> requires individuals, communities, states, and nations to make choices about <i>goods and services</i> (e.g., what food to eat, type of housing to live in, how to use land).</p>	<p>The United States: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664</p> <p>Building a Nation: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415</p> <p>Growth of a Nation: PE/TE: For related information see: Economics, 16-17, 148-153, 176-182, 192-199, 298-309, 348-355, 394-400, 488-494</p>
<p>2. (A) determines how unlimited <i>wants</i> and limited resources lead to choices that involve <i>opportunity costs</i>.</p>	<p>The United States: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664</p> <p>Building a Nation: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415</p> <p>Growth of a Nation: PE/TE: For related information see: Economics, 16-17, 148-153, 176-182, 192-199, 298-309, 348-355, 394-400, 488-494</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (K) describes how <i>specialization</i> results in increased <i>productivity</i> (e.g., when each person in a town specializes in producing one product and then sells or <i>trades</i> with each other, there is more produced than if everyone tried to make everything they need for themselves).</p>	<p>The United States: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562–567; Workers and Unions, 572–574</p> <p>Building a Nation: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413</p> <p>Growth of a Nation: PE/TE: Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495</p>
<p>4. (A) gives examples of <i>economic interdependence</i> at either the local, state, regional, or national level. (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides).</p>	<p>The United States: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664</p> <p>Building a Nation: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415</p> <p>Growth of a Nation: PE/TE: For related information see: Economics, 16–17, 148–153, 176–182, 192–199, 298–309, 348–355, 394–400, 488–494</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) defines <i>supply</i> as the quantity of <i>resources, goods, or services</i> that sellers offer at various prices at a particular time and <i>demand</i> as the number of <i>consumers</i> willing and able to purchase a good or service at a given <i>price</i>.</p>	<p>The United States: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562–567; Workers and Unions, 572–574</p> <p>Building a Nation: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413</p> <p>Growth of a Nation: PE/TE: Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495</p>
<p>2. ▲ (K) identifies factors that change supply or demand for a product (e.g., supply: <i>technology</i> changes; demand: invention of new and <i>substitute goods</i>; supply or demand: climate and weather).</p>	<p>The United States: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562–567; Workers and Unions, 572–574</p> <p>Building a Nation: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413</p> <p>Growth of a Nation: PE/TE: Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (K) describes how changes in supply and demand affect prices of specific products.</p>	<p>The United States: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562–567; Workers and Unions, 572–574</p> <p>Building a Nation: PE/TE: Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413</p> <p>Growth of a Nation: PE/TE: Inventors Change the World, 166–175; The Rise of Big Business, 176–183; The Labor Movement, 192–199; An Industrial Nation, 298–309, Economy and Trade, 488–495</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) - (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn <i>interest</i> and where people borrow money and pay interest.</p>	<p>The United States: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664</p> <p>Building a Nation: PE/TE: For related information see: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415</p> <p>Growth of a Nation: PE/TE: For related information see: Economics, 16–17, 148–153, 176–182, 192–199, 298–309, 348–355, 394–400, 488–494</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (A) - (\$) gives examples of how positive and negative <i>incentives</i> affect people’s behavior (e.g., laws: Stamp Act, Sugar Act; <i>profit</i>, product <i>price</i>; indentured servant).</p>	<p>The United States: PE/TE: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664</p> <p>Building a Nation: PE/TE: Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415</p> <p>Growth of a Nation: PE/TE: Economics, 16–17, 148–153, 176–182, 192–199, 298–309, 348–355, 394–400, 488–494</p>
<p>3. (K) recognizes barriers to <i>trade</i> among people across nations (e.g., <i>quotas</i>, <i>tariffs</i>, boycotts, geography).</p>	<p>The United States: PE/TE: Trade, 102–104, 106–108, 112, 113, 114, 115, 206, 207</p> <p>Building a Nation: PE/TE: Trade, 102–104, 106–108, 112, 113, 114, 115, 206, 207</p> <p>Growth of a Nation: PE/TE: Trade, 13, 125, 130–133, 178; Economy and Trade, 488–494</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) - (\$) describes <i>revenue</i> sources for different levels of <i>government</i> (e.g., personal <i>income</i> taxes, property taxes, sales tax, <i>interest</i>, bonds).</p>	<p>The United States: PE/TE: Taxes, 107, 268–270, 272, 339–340</p> <p>Building a Nation: PE/TE: Taxes, 107, 268–270, 272, 339–340</p> <p>Growth of a Nation: PE/TE: Taxes, 324, 400, 482</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending, saving, or borrowing</i> decision.</p>	<p>The United States: PE/TE: 19, 21, 22, 32, 35-36, 37, 38 Building a Nation: PE/TE: 19, 21, 22, 32, 35-36, 37, 38 Growth of a Nation: PE/TE: Economy and Trade, 488–495</p>
<p>2. (K) - (\$) recognizes that <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>.</p>	<p>The United States: PE/TE: 19, 21, 22, 32, 35-36, 37, 38 Building a Nation: PE/TE: 19, 21, 22, 32, 35-36, 37, 38 Growth of a Nation: PE/TE: Economy and Trade, 488–495</p>

Geography

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.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) explains and uses map titles, symbols, cardinal directions and intermediate directions, legends, latitude and longitude.</p>	<p>The United States: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26,</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14</p> <p>Building a Nation: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>Growth of a Nation: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516</p>
<p>2. ▲ (K) locates major physical and <i>political features</i> of Earth from memory (e.g., ▲ Boston, ▲ Philadelphia, ▲ England, ▲ France, ▲ Italy, ▲ Spain, ▲ North America, ▲ Atlantic Ocean, ▲ Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).</p>	<p>The United States: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635,</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
	<p>636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14</p> <p>Building a Nation: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516</p> <p>Growth of a Nation: PE/TE: Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516</p>

Geography

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.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., <i>location</i>, climate, and <i>resources</i>).</p>	<p>The United States: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Building a Nation: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Growth of a Nation: PE/TE: The 13 English Colonies, 16</p>
<p>2. (K) identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, <i>religion</i>, customs, <i>government</i>, agriculture, industry, and architecture).</p>	<p>The United States: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Building a Nation: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Growth of a Nation: PE/TE: The 13 English Colonies, 16</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) identifies <i>renewable</i> and <i>nonrenewable resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, water power, forests, solar and wind power).</p>	<p>The United States: PE/TE: Resources, 35, 36, 37, 38, 39, 40-41, 42-43</p> <p>Building a Nation: PE/TE: Resources, 35, 36, 37, 38, 39, 40-41, 42-43</p> <p>Growth of a Nation: PE/TE: Natural Resources, 251, 259, 301, 513</p>

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.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) explains reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i>, <i>government policies</i>).</p>	<p>The United States: PE/TE: Migration, 55; Immigration, 10, 535, 539, 540, 552, 553, 568, 569, 569, 570, 571</p> <p>Building a Nation: PE/TE: Migration, 55; Immigration, 10</p> <p>Growth of a Nation: PE/TE: Migration, 7, 235, 314, 318, 474; Immigration, 16–17, 131, 132, 144, 145, 184–190, 224–227, 234, 476, 486, 487</p>
<p>2. (A) identifies the <i>push-pull factors (causes)</i> of human migration (e.g., push: war, famine, lack of economic <i>opportunity</i>; pull: religious freedom, economic opportunity, joining family or friends).</p>	<p>The United States: PE/TE: Migration, 55; Immigration, 10, 535, 539, 540, 552, 553, 568, 569, 569, 570, 571</p> <p>Building a Nation: PE/TE: Migration, 55; Immigration, 10</p> <p>Growth of a Nation: PE/TE: Migration, 7, 235, 314, 318, 474; Immigration, 16–17, 131, 132, 144, 145, 184–190, 224–227, 234, 476, 486, 487</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, <i>acculturation</i>; <i>diffusion</i> of ideas, diseases, crops and <i>culture</i>).</p>	<p>The United States: PE/TE: Migration, 55; Immigration, 10, 535, 539, 540, 552, 553, 568, 569, 570, 571</p> <p>Building a Nation: PE/TE: Migration, 55; Immigration, 10</p> <p>Growth of a Nation: PE/TE: Migration, 7, 235, 314, 318, 474; Immigration, 16–17, 131, 132, 144, 145, 184–190, 224–227, 234, 476, 486, 487</p>
<p>4. (K) describes factors that influence and change the <i>location</i> and <i>distribution</i> of economic activities (e.g., <i>resources</i>, <i>technology</i>, transportation and government).</p>	<p>The United States: PE/TE: 38, 59, 89, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494, 543, 537, 544, 611, 621, 628-629, 630-633</p> <p>Building a Nation: PE/TE: 38, 59, 89, 169, 269, 282-287, 336, 348, 351, 371, 374, 375, 376-378, 394, 399, 403, 411, 474-477, 478-481, 494</p> <p>Growth of a Nation: PE/TE: Economics, 16–17, 148–153, 176–182, 192–199, 298–309, 348–355, 394–400, 488–494</p>
<p>5. (A) understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation).</p>	<p>The United States: Conflict and Cooperation, 54–73, 76–99, 102–119, 134–153, 156–187, 202–229, 232–23, 268–293, 298–323, 338–359, 362–387, 402–427, 430–449, 464–489, 492–523, 538–559, 562–587, 602–633, 636–669</p> <p>Building a Nation: PE/TE: Conflict and Cooperation, 54–73, 76–99, 102–119, 134–153, 156–187, 202–229, 232–23, 268–293, 298–323, 338–359, 362–387, 402–427</p> <p>Growth of a Nation: PE/TE: Conflict and Cooperation, 22–23, 52–79, 80–117, 138–144, 150–153, 154–159, 192–197, 250–259, 272–278, 338–369, 384–393, 502–508</p>

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

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present).</p>	<p>The United States: PE/TE: Land and Regions, 24–33; Resources and the Environment, 34–41</p> <p>Building a Nation: PE/TE: Land and Regions, 24–33; Resources and the Environment, 34–41</p> <p>Growth of a Nation: PE/TE: States and Regions, 473</p>
<p>2. (K) identifies the relationship between the acquisition and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., compass for navigation, water power, steel plow).</p>	<p>The United States: PE/TE: For related information see technology pages 21–23, 31, 34-39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564–566, 609, 615, 617, 629–630, 661, and 664–665.</p> <p>Building a Nation: PE/TE: For related information see technology pages 21–23, 31, 34-39, 409, 410, 496, 499, 514–515.</p> <p>Growth of a Nation: PE/TE: Technology and Change, 494; Biography: An Wang, 495; The Future and Technology, 520–521</p>

Kansas, United States, and World History

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 age of exploration.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo <i>cultures</i> in the period from 1700-1820).</p>	<p>The United States: PE/TE: Native Americans of North America, 74–99</p> <p>Building a Nation: PE/TE: Native Americans of North America, 74–99</p> <p>Growth of a Nation: PE/TE: Native American Cultures, 8–9</p>
<p>2. (A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo <i>cultures</i> in the period from 1700-1820).</p>	<p>The United States: PE/TE: Native Americans of North America, 74–99</p> <p>Building a Nation: PE/TE: Native Americans of North America, 74–99</p> <p>Growth of a Nation: PE/TE: Native American Cultures, 8–9</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. ▲ (A) compares the motives and <i>technology</i> that encouraged European exploration of the Americas (e.g., motives: <i>trade, expansion, wealth, discovery</i>; technology: improved ship building, sextant, cartography).</p>	<p>The United States: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Building a Nation: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Growth of a Nation: PE/TE: East Meets West, 10–11</p>
<p>4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).</p>	<p>The United States: PE/TE: Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171</p> <p>Building a Nation: PE/TE: Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171</p> <p>Growth of a Nation: PE/TE: East Meets West, 10–11; Life in the Colonies, 12–18</p>

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).</p>	<p>The United States: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Building a Nation: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Growth of a Nation: PE/TE: Life in the Colonies, 12–16</p>
<p>2. (A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations).</p>	<p>The United States: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Building a Nation: PE/TE: European Explorers, 110–115; Spain Builds an Empire, 132–153; Hard Times in Virginia, 156–163; New European Colonies, 164–167</p> <p>Growth of a Nation: PE/TE: Life in the Colonies, 12–16</p>
<p>3. ▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade).</p>	<p>The United States: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Building a Nation: PE/TE: The 13 English Colonies, 176–185; Life in the English Colonies, 200–229</p> <p>Growth of a Nation: PE/TE: The 13 English Colonies, 16</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view.</p>	<p>The United States: PE/TE: Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171</p> <p>Building a Nation: PE/TE: Columbus and the Taino, 135; The Columbian Exchange, 136; Different Worlds Collide, 142–145; Life in New Spain, 146–153; Native Americans, 160; French and Dutch Settlements, 165; Thanksgiving, 171</p> <p>Growth of a Nation: PE/TE: East Meets West, 10–11; Life in the Colonies, 12–18</p>
<p>5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).</p>	<p>The United States: PE/TE: Slavery in the Colonies, 224–227</p> <p>Building a Nation: PE/TE: Slavery in the Colonies, 224–227</p> <p>Growth of a Nation: PE/TE: Slavery and the Slave Trade, 17</p>
<p>6. (K) explains the causes and effects of the French and Indian War on the American Revolutionary period.</p>	<p>The United States: PE/TE: French and Indian War, 246–251</p> <p>Building a Nation: PE/TE: French and Indian War, 246–251</p> <p>Growth of a Nation: PE/TE: French and Indian War, 18</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>7. (K) explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts). .</p>	<p>The United States: PE/TE: New European Colonies, 164–167; The First Colonies, 168–173</p> <p>Building a Nation: PE/TE: New European Colonies, 164–167; The First Colonies, 168–173</p> <p>Growth of a Nation: PE/TE: Religious Freedom, 15</p>

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).</p>	<p>The United States: PE/TE: The Road to War, 266–293</p> <p>Building a Nation: PE/TE: The Road to War, 266–293</p> <p>Growth of a Nation: PE/TE: Taxes and Protest, 23; Declaring Independence, 24</p>
<p>2. (K) explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty).</p>	<p>The United States: PE/TE: Winning the Revolution, 294–323</p> <p>Building a Nation: PE/TE: Winning the Revolution, 294–323</p> <p>Growth of a Nation: PE/TE: Winning the War, 25</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown).</p>	<p>The United States: PE/TE: Winning the Revolution, 294–323</p> <p>Building a Nation: PE/TE: Winning the Revolution, 294–323</p> <p>Growth of a Nation: PE/TE: Winning the War, 25</p>
<p>4. (K) discusses the international support for the American Revolution (e.g., French, Lafayette).</p>	<p>The United States: PE/TE: Help from Other Nations, 315</p> <p>Building a Nation: PE/TE: Help from Other Nations, 315</p> <p>Growth of a Nation: PE/TE: For related information see: Winning the War, 25</p>
<p>5. (K) discusses the strengths and weaknesses of the Articles of Confederation.</p>	<p>The United States: PE/TE: Articles of Confederation, 335, 339–340, 343, 346</p> <p>Building a Nation: PE/TE: Articles of Confederation, 335, 339–340, 343, 346</p> <p>Growth of a Nation: PE/TE: Articles of Confederation, 26</p>
<p>6. ▲ (K) describes how the Constitutional Convention led to the creation of the United States <i>Constitution</i> (e.g., Great Compromise, Three-Fifths Compromise).</p>	<p>The United States: PE/TE: Debate in Philadelphia, 344–351, Ratifying the Constitution, 352–357</p> <p>Building a Nation: PE/TE: Debate in Philadelphia, 344–351, Ratifying the Constitution, 352–357</p> <p>Growth of a Nation: PE/TE: A New Constitution, 27</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>7. (K) recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits).</p>	<p>The United States: PE/TE: Washington as President, 362–369</p> <p>Building a Nation: PE/TE: Washington as President, 362–369</p> <p>Growth of a Nation: PE/TE: President Washington, 31</p>
<p>8. (K) explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787).</p>	<p>The United States: PE/TE: Jefferson Looks West, 370–377</p> <p>Building a Nation: PE/TE: Jefferson Looks West, 370–377</p> <p>Growth of a Nation: PE/TE: A Growing Nation, 30–35</p>

Benchmark 4: The student engages in historical thinking skills.

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (A) uses historical timelines to trace the cause and effect relationships between events in different <i>places</i> during the same time period (e.g., Colonial America and England).</p>	<p>The United States: PE/TE: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>Building a Nation: PE/TE: Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522</p> <p>Growth of a Nation: PE/TE: Time Lines, 2, 6, 12, 22, 23, 30, 33, 38, 46, 48, 54, 55, 60, 66, 74, 78, 82, 96, 106, 112, 120, 122, 128, 138, 148, 154, 162, 166, 171, 176, 184, 185, 192, 200, 208, 210, 216, 222, 232, 240, 246, 250, 262, 272, 282, 290, 292, 298, 310, 320, 328, 336, 340, 348, 356, 368, 376, 378, 384, 394, 406, 414, 418, 428, 438, 446, 456, 464, 466, 502, 512, 522</p>
<p>2. (A) examines multiple <i>primary sources</i> to understand point of view of an historical figure.</p>	<p>The United States: PE/TE: Research and Writing Skills, 86, 208, 284, 356, 606; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>Building a Nation: PE/TE: Research and Writing Skills, 86, 208, 284, 356; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525</p> <p>Growth of a Nation: PE/TE: Research and Writing Skills, 174, 268, 392, 496; Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516</p>
<p>3. (A) locates information using a variety of sources to support a thesis statement.</p>	<p>The United States: PE/TE: Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673</p> <p>Building a Nation: PE/TE: Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	Growth of a Nation: PE/TE: Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523
4. (A) uses information including primary sources to debate a problem or an historical issue.	<p>The United States: PE/TE: Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 557, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 667; TE only: Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c, 529c, 593c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h, 529h, 593h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673</p> <p>Building a Nation: PE/TE: Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525; TE only: Technology, 1c, 45c, 125c, 193c, 259c, 329c, 393c, 455c; Bibliography, 1h, 45h, 125h, 193h, 259h, 329h, 393h, 455h; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>Growth of a Nation: PE/TE: Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516; TE only: Technology, 1c, 45c, 119c, 207c, 289c, 375c, 463c</p>
<p>5. (A) observes and draws conclusions.</p>	<p>The United States: PE/TE: Draw Conclusions, 10, 16, 21, 28, 36, 39, 61, 69, 78, 83, 92, 94, 97, 112, 115, 127, 136, 138, 144, 148, 157, 165, 170, 179, 182, 195, 217, 222, 233, 248, 261, 270, 275, 278, 280, 289, 290, 299, 305, 311, 315, 319, 325, 331, 338, 341, 342, 345, 347, 350, 357, 362, 366, 376, 381, 383, 388, 389, 395, 403, 409, 417, 420, 431, 440, 443, 447, 466, 471, 478, 486, 496, 499, 501, 509, 514, 520, 524, 531, 539, 549, 553, 556, 570, 573, 575, 582, 595, 609, 610, 614, 618, 620, 628, 630, 646, 660, 669, 679, 685</p> <p>Building a Nation: PE/TE: Draw Conclusions, 10, 16, 21, 28, 36, 39, 61, 69, 78, 83, 92, 94, 97, 112, 115, 127, 136, 138, 144, 148, 157, 165, 170, 179, 182, 195, 217, 222, 233, 248, 261, 270, 275, 278, 280, 289, 290, 299, 305, 311, 315, 319, 325, 331, 338, 341, 342, 345, 347, 350, 357, 362, 366, 376, 381, 383, 388, 389, 395, 403, 409, 417, 420</p>

Fifth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
(continued)	<p>Growth of a Nation: PE/TE: Draw Conclusions, 11, 13, 14, 16, 17, 23, 25, 26, 28, 29, 34, 35, 36, 37, 41, 55, 56, 59, 61, 63, 68, 72, 76, 77, 80, 87, 89, 90, 91, 99, 100, 104, 105, 110, 114, 121, 139, 141, 144, 152, 156, 157, 159, 182, 186, 189, 192, 194, 197, 217, 252, 258, 267, 273, 277, 280, 294–295, 300, 305, 311, 314, 316, 335, 344, 347, 352, 355, 358, 363, 403, 408, 411, 420, 423, 429, 432, 435, 439, 444, 452, 473, 477, 482, 486, 495, 503, 505, 507, 511, 514, 517, 519, 521, 531, 537</p>
<p>6. (A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form).</p>	<p>The United States: PE/TE: Research and Writing Skills, 86, 208, 284, 356, 606; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505, 539, 565, 591, 627, 673</p> <p>Building a Nation: PE/TE: Research and Writing Skills, 86, 208, 284, 356; Chapter Review, 31, 63, 97, 119, 147, 183, 205, 231, 273, 307, 343, 367, 389, 415, 453, 483, 505</p> <p>Growth of a Nation: PE/TE: Research and Writing Skills, 174, 268, 392, 496; Chapter Review, 79, 113, 163, 201, 247, 283, 337, 369, 415, 457, 499, 523</p>

**Scott Foresman Social Studies
The World
to the
Kansas Standards for History, Government, Economics and Geography
Grade Six**

Civics-Government

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.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) recognizes that every <i>civilization</i> has a form of law or order.</p>	<p>PE/TE: Laws and Government, 50, 51, 60, 290, 321, 327, 335, 398, 399, 449, 458-459, 464-465, 466-473, 472-473, 469, 492-497, 576-581, 606-613, 614-619, 620-625, 636-43, 644-649; TE only: Government, 133, 284, 290,</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p><i>This benchmark will be taught at another grade level.</i></p>	<p>Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<i>This benchmark will be taught at another grade level.</i>	Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (A) compares and contrasts the <i>rights</i> of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.</p>	<p>PE/TE: Democracy Begins in Greece, 255; How the Romans Governed Themselves, 283; Link to Reading, 287</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (K) identifies the basic features of systems of government (e.g., <i>republic, democracy, monarchy, dictatorship, oligarchy, theocracy</i>).</p>	<p>PE/TE: Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Theocracy, 169; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623; Dictator, 283, 541, 544, 546</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (K) describes the ways political systems meet or fail to meet the <i>needs</i> and <i>wants</i> of their citizens (e.g., republic, democracy, monarchy, dictatorship oligarchy, theocracy).</p>	<p>PE/TE: Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Theocracy, 169; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623; Dictator, 283, 541, 544, 546</p>
<p>3. (K) defines the characteristics of nations (e.g., territory, population, government, <i>sovereignty</i>).</p>	<p>PE/TE: City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623</p>

Economics

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.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (K) explains how <i>scarcity of resources</i> requires communities and nations to make <i>choices</i> about <i>goods</i> and <i>services</i> (e.g., what foods to eat, where to settle, how to use land).</p>	<p>PE/TE: The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Economic Cooperation, 630–633; Energy, 664–667</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
2. (A) gives examples of international <i>economic interdependence</i> . (e.g., Europe depended on the Far East for spices & tea; Far East received silver and gem stones in exchange).	PE/TE: Economics, 38, 59, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 611, 628–629, 630–633

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<i>This benchmark will be taught at another grade level.</i>	Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
The student: 1. (K) recognizes the economic conditions under which <i>trade</i> takes place among nations (e.g., students recognize that trade takes place when nations have <i>wants</i> or <i>needs</i> they cannot fulfill on their own).	PE/TE: Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449, 631, 632, 633
2. ▲ (K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).	PE/TE: Trade, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449, 631, 632, 633

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<i>This benchmark will be taught at another grade level.</i>	Kansas teaches this benchmark at another grade level. See this correlation at the grade levels where applicable.

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending, saving, or borrowing</i> decision.</p>	PE/TE: 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
<p>2. (K) - (\$) explains that <i>budgeting</i> requires <i>trade-offs</i> in managing <i>income</i> and <i>spending</i>.</p>	PE/TE: For related information see: 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
<p>3. (K) identifies the <i>opportunity cost</i> that resulted from a <i>spending</i> decision.</p>	PE/TE: 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
<p>4. (A) - (\$) analyzes how <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>.</p>	PE/TE: 474–477, 478–480, 630–633

Geography

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.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (A) explains and uses map titles, symbols, cardinal and intermediate directions, <i>legends, latitude and longitude.</i></p>	<p>PE/TE: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662</p>
<p>2. (K) locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains).</p>	<p>PE/TE: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>3. (A) identifies major patterns of world populations, <i>physical features</i>, ecosystems, and <i>cultures</i> using historic and contemporary <i>geographic tools</i> (e.g., maps, illustrations, photographs, documents, data).</p>	<p>PE/TE: Population, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260z264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) identifies types of <i>regions</i> (e.g., climatic, economic, cultural).</p>	<p>PE/TE: Regions, 6: 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667</p>
<p>2. (K) describes how <i>places</i> and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari).</p>	<p>PE/TE: Buildings and Architecture, 3, 13, 16, 22, 37, 41, 48, 63, 76, 87, 115, 125, 129, 133, 140, 153c, 160, 169, 171, 172, 177, 188, 192, 204, 219, 220, 249, 262, 269, 277, 279, 291, 301, 302, 331, 336, 346, 350, 356, 361, 376, 381, 382, 384, 431, 489, 646</p>
<p>3. ▲ (K) identifies and describes the <i>location</i>, landscape, climate, and <i>resources</i> of early world <i>civilizations</i> (e.g., ▲ Mesopotamia, ▲ Egypt, ▲ India, ▲ China, ▲ Greece, ▲ Rome, ▲ <i>Middle/South America</i>, Western Europe, West Africa, Japan).</p>	<p>PE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165; Geography of South America, 186–189; Geography of North America, 208–211; The Geography of Greece, 246–249; Rome’s Beginnings, 276–279</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>4. (A) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, <i>religion</i>, language, customs, <i>government</i>, agriculture, industry, architecture, arts, education).</p>	<p>PE/TE: Different Cultures, 18–23, 26–29, 40–46, 48–53, 54–59, 81, 84–90, 92–95, 106–112, 114–117, 128–134, 136–139, 140–143, 165, 168–173, 174–180, 190–193, 196–201, 202–203, 218–221, 222–224, 249, 252–253, 254, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 329, 330–333, 334–338, 339–340, 346–349, 356–359, 360–363, 374–378, 380–385, 396–398, 399, 401, 404, 406–411, 416</p>
<p>5. (A) traces the movement (<i>diffusion</i>) from one region or center of civilization to other regions of the world (e.g., people, <i>goods</i>, and ideas).</p>	<p>PE/TE: Movement, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260z264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) explains the <i>distribution</i> patterns of ecosystems within hemispheres to define climatic <i>regions</i>.</p>	<p>PE/TE: Regional Geography, 78–81, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395, 660–663</p>
<p>2. (K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).</p>	<p>PE/TE: Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667</p>

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.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) examines reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i>, government policies, birth and death rates).</p>	<p>PE/TE: Population, 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260–264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659</p>
<p>2. ▲ (K) describes the forces and <i>processes</i> of conflict and cooperation that divide or unite people (e.g., ▲ uneven distribution of <i>resources</i>, ▲ water use in ancient Mesopotamia, ▲ building projects in ancient Egypt and ▲ <i>Middle/South America</i>, ▲ the Greek <i>city-states</i>, empire building, movements for independence or rights).</p>	<p>PE/TE: Conflict, Cooperation, and Interdependence, 10–31, 34–63, 78–97, 100–119, 122–147, 162–183, 186–205, 208–231, 246–273, 276–307, 322–343, 346–367, 370–389, 392–415, 430–453, 456–483, 486–505, 520–539, 542–565, 568–591, 606–627, 630–651, 654–673</p>

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

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (A) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia).</p>	<p>PE/TE: Interacting with the Environment, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (K) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius).</p>	<p>PE/TE: Climatic Events, 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661</p>
<p>3. (A) explains the relationship between the availability and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer).</p>	<p>PE/TE: Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667; Technology, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667</p>
<p>4. (A) explains the relationship between <i>resources</i> and the exploration, <i>colonization</i> and settlement patterns of different world <i>regions</i> (e.g., <i>mercantilism</i>, <i>imperialism</i>, and <i>colonialism</i>).</p>	<p>PE/TE: Mercantilism, 445; Imperialism, 487–496, 517, 603; Colonies, 439, 444–449, 457–459, 485, 487–489, 493–496, 521, 585</p>

Kansas, United States, and World History

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, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. (K) explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals).</p>	<p>PE/TE: Early Farmers, 18–23; Developing Cultures, 26–29; Chapter Review, 30–31</p>
<p>2. ▲ (A) compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).</p>	<p>PE/TE: The Fertile Crescent, 34–39; Mesopotamia, 40–47; Babylon and Assyria, 48–53; Ancient Egypt and Nubia, 76–97; Ancient China, 98–119</p>
<p>3. (K) explains central beliefs of early religions (e.g., polytheism, monotheism, animism).</p>	<p>PE/TE: Polytheism, 42, 81, 191, 295, 331; Monotheism, 55</p>

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (K) compares and contrast characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city’s needs come first).</p>	<p>PE/TE: The Greek City-States, 246–251</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
2. (K) describes the significant contributions of ancient Greece to western <i>culture</i> (e.g., <i>philosophy</i> : Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture).	PE/TE: The Golden Age of Athens, 260–265
3. (K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire).	PE/TE: Alexander the Great, 266–271
4. ▲ (K) describes key characteristics of classical Roman government (e.g., Roman <i>Republic</i> : senate, consuls, veto, written law; Roman Empire: emperors, expansion).	PE/TE: The Roman Republic, 282–287
5. (A) analyzes the reasons for the decline and fall of the Roman Empire.	PE/TE: The Roman Empire, 288–293; Rise and Fall, 298–305
6. ▲ (A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.	PE/TE: Judaism, 54–57; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402; Islam, 321, 330–339, 407; Christianity, 294–297, 302, 328, 381, 382, 401, 407
7. (A) traces the development and spread of Christianity.	PE/TE: The Rise of Christianity, 294–297
8. (K) describes key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism).	PE/TE: Ancient India and Persia, 120–147; Hinduism, 136–139, 349; Buddhism, 141–143, 361, 402

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>9. ▲ (K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).</p>	<p>PE/TE: Ancient China, 98–99; The Geography of China, 100–105; China’s Past, 106–113; Legacy of Thought, 114–117; Review, 118–119; Confucianism, 116–177; Chinese Dynasties, 350–354</p>

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student: 1. (K) describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca civilizations.</p>	<p>PE/TE: Mesoamerican Civilizations, 160–183; The Early Peoples of South America, 184–205</p>
<p>2. (K) describes the governmental/political, social, and economic institutions and innovations of the Byzantine Empire.</p>	<p>PE/TE: Byzantine Empire and Ancient Egypt, 320–321; Geography of the Byzantine Empire, 322–325; The Greatness of the Byzantine Empire, 326–329; Review, 342–343</p>
<p>3. (K) describes the political and economic institutions of medieval Europe (e.g., manorialism, feudalism, Magna Carta, Christendom, rise of towns and trade).</p>	<p>PE/TE: Medieval Europe, 390–391; Geography of Europe, 392–395; Rulers and Invaders, 396–399; Life in the Middle Ages, 400–405; Review, 418–419</p>
<p>4. (K) describes Japanese feudalism and compares to European feudalism.</p>	<p>PE/TE: Japan in Isolation, 360–365; Review, 366–367</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
5. (A) explains geographic, economic, political reasons for Islam’s spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons).	PE/TE: Development of Islam, 330–333; The Islamic World, 334–339; Review, 342–343
6. (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).	PE/TE: Crusades, Trade, and the Plague, 406–411
7. (K) explains the impact of Mongol Empires (e.g., trade routes, Silk Road, horse, Ghengis Khan).	PE/TE: Empires of Asia, 346–349; Chinese Dynasties, 350–355

Benchmark 4: The student engages in historical thinking skills.

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>The student:</p> <p>1. ▲ (A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires).</p>	<p>PE/TE: Cause-and-Effect, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382, 383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431, 435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 516, 517, 520, 521, 523, 526, 528, 529, 30, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666</p>

Sixth Grade Knowledge and/or Application Indicators	Scott Foresman Social Studies
<p>2. (A) examines a variety of <i>primary sources</i> in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government documents</i>).</p>	<p>PE/TE: Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661</p>
<p>3. (A) uses at least three primary sources to interpret a person or event from World history to develop an historical narrative.</p>	<p>PE/TE: Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661</p>
<p>4. (A) compares contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events.</p>	<p>PE/TE: For related information see: Compare and Contrast, 158–159; Gather and Report Information, 144, 364; Detect Bias, 216</p>