



# Hello, World!

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STANDARDS	PAGE REFERENCES
<p><b>Civics-Government</b></p>	
<p><b>Civics-Government Standard:</b> 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.</p>	
<p><b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) recognizes rules and why they exist (e.g., home, classroom, playground).</li> </ol>	<p><b>Student Edition:</b> 27, 34, 35, 47, 49, 53</p> <p><b>Teacher's Edition:</b> 51E, 51F, 52, 62, 96, 104; CCA 53, 99; DI 63, 67, 97, 100, 105; F 110P; TTT 15</p>
<p><b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) recognizes appropriate ways to behave in the classroom.</li> </ol>	<p><b>Student Edition:</b> 2, 8</p> <p><b>Teacher's Edition:</b> 14, 71H, 93H, 96; DI 11; TTT 15</p>

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2. (K) identifies the characteristics of a friend and/or helpful classmate.	<b>Student Edition:</b> 2, 47  <b>Teacher's Edition:</b> 10, 14, 48, 71H, 93G, 93H, 96, 100; CCA 99; DI 11; TTT 15
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
The student: 1. (K) knows school authority figures and ways they establish order and provide safety in a school setting.	<b>Student Edition:</b> 53  <b>Teacher's Edition:</b> 52, 93G, 104; CCA 53, 71G; DI 63, 105
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
The student: 1. (A) demonstrates good <i>citizenship</i> (e.g., sharing, listening, taking turns, and following rules).	<b>Student Edition:</b> 2, 25, 47, 49, 51  <b>Teacher's Edition:</b> 10, 14, 48, 68, 71H, 93G, 93H, 96, 100, 110P; CCA 99; DI 11, 101; WA 49; TTT 15
<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
The student: 1. * (K) identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	<b>Student Edition:</b> 53  <b>Teacher's Edition:</b> 52, 93G, 104; CCA 53, 71G; DI 63, 105
<b>Economics</b>	
<b>Economics Standard:</b> 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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
The student: 1. * (K) - ( <b>\$</b> ) 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).	<b>Student Edition:</b> 37, 41, 42, 43  <b>Teacher's Edition:</b> 72, 74, 76, 78, 82, 84; CCA 85; TTT 73, 83; WA 85

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2. (K) - (\$) explains what he/she gives up when a choice is made.	<b>Student Edition:</b> 43  <b>Teacher's Edition:</b> 74, 76, 84; CCA 85; WA 85
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
The student: 1. (K) - (\$) understands the use of money to purchase <i>goods</i> and <i>services</i> .	<b>Student Edition:</b> 40  <b>Teacher's Edition:</b> 72, 78, 84; CCA 85; DI 79; TTT 73
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
The student: 1. * (K) - (\$) discusses the <i>benefits</i> of saving money.	<b>Student Edition:</b> 42  <b>Teacher's Edition:</b> 82; DI 83
<b>Benchmark 4:</b> The student analyzes the role of government in the economy.	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
The student: 1. (A) - (\$) gives examples of types of jobs that he/she does within the family.	<b>Student Edition:</b> 4  <b>Teacher's Edition:</b> 4; CCA 5

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<b>Geography</b>	
<b>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.</b>	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
<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><b>Student Edition:</b> 7</p> <p><b>Teacher’s Edition:</b> 12; CCA 13; DI 37; WA 13</p>
<p>2. * (K) locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).</p>	<p><b>Student Edition:</b> 19</p> <p><b>Teacher’s Edition:</b> 19E, 36, 46; CCA 29, 43, 47; DI 37; TTT 61</p>
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
<p>The student:</p> <p>1. (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).</p>	<p><b>Student Edition:</b> 13, 15, 16, 17, 18</p> <p><b>Teacher’s Edition:</b> 19G, 24, 28, 30, 32; BI 10; CCA 35; DI 25; TTT 31; WA 13</p>
<p><i>These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.</i></p>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth’s physical systems and how physical processes shape Earth’s surface.	
<p>The student:</p> <p>1. (A) describes seasonal changes and how they affect an individual.</p>	<p><b>Student Edition:</b> 20, 21</p> <p><b>Teacher’s Edition:</b> 38, 40; CCA 19G; DI 39, 41</p>

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<p><b>Benchmark 4:</b> <b>Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>	
<p><i>This benchmark will be taught at another grade level.</i></p>	
<p><b>Benchmark 5:</b> <b>Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies ways people can maintain or improve the quality of their environment.</li> </ol>	<p><b>Student Edition:</b> 25</p> <p><b>Teacher’s Edition:</b> 48; BI 44; CCA 49; WA 49</p>
<p><b>Kansas, United States, and World History</b></p>	
<p><b>History Standard:</b> 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.</p>	
<p><b>Benchmark 1:</b> The student understands the significance of important individuals and major developments in history.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies and explains how tools and <i>technology</i> used in the home/school meet people’s <i>needs</i>.</li> </ol>	<p><b>Student Edition:</b> 14, 29</p> <p><b>Teacher’s Edition:</b> 26, 56; CCA 19G; DI 27, 57</p>
<p><b>Benchmark 2:</b> The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.</p>	
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) explains how each individual has a personal history.</li> </ol>	<p><b>Student Edition:</b> 28</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 1G, 6, 8; CCA 7, 1G, 51G; DI 5; F 70P; R 70; RL 71I; TTT 9</p>
<ol style="list-style-type: none"> <li>* (A) compares and contrasts his/her own life with life in a city and/or a rural <i>community</i>.</li> </ol>	<p><b>Student Edition:</b> 12, 16, 17</p> <p><b>Teacher’s Edition:</b> 22, 30, 32; CCA 33; DI 33; TTT 23, 33</p>

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<p><b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.</p>	
<p>The student:</p> <p>1. (K) identifies family customs and traditions and explains their importance.</p>	<p><b>Student Edition:</b> 5, 33, 34, 48</p> <p><b>Teacher’s Edition:</b> 1E-1F, 6, 8, 64, 66, 94; BI 64; CCA 51G; DI 9, 65, 67; TTT 9</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><b>Student Edition:</b> 19</p> <p><b>Teacher’s Edition:</b> 36; CCA 37; DI 37</p>
<p>3. (A) locates the state of Kansas using a map of the United States.</p>	<p><b>Student Edition:</b> 19</p> <p><b>Teacher’s Edition:</b> 36; DI 37</p>
<p>4. (K) recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).</p>	<p><b>Student Edition:</b> 54</p> <p><b>Teacher’s Edition:</b> CCA 37, 107</p>
<p><b>Benchmark 4:</b> The student engages in historical thinking skills.</p>	
<p>The student:</p> <p>1. * (K) places events in sequential order.</p>	<p><b>Teacher’s Edition:</b> 1D, 1F, 1I, 19D, 19F, 19I, 51D, 51F, 51I, 71D, 71F, 71I, 93D, 93F, 93I; CCA 51G, 85; R 18, 70</p>
<p>2. (A) uses information to find main idea.</p>	<p><b>Student Edition:</b> 31, 32</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 1I, 19D, 19F, 19I, 48, 51D, 51F, 51I, 71D, 71F, 71I, 93D, 93F, 93I; R 18, 50, 70, 92, 110</p>
<p>3. (K) scans historic photographs to gain information.</p>	<p><b>Student Edition:</b> 26, 29, 30, 34, 35, 53, 54</p> <p><b>Teacher’s Edition:</b> 51C-51D, 51E-51F, 52, 71C-71D, 93C-93D, 93E, 104, 106; BI 62; CCA 63; DI 55, 57, 59, 65, 67, 107; HOP 95</p>

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<p>4. (A) asks questions, shares information, and discusses ideas about the past.</p>	<p><b>Student Edition:</b> 26, 29, 30, 31, 32, 34, 35, 50</p> <p><b>Teacher’s Edition:</b> 51C-51D, 51E-51F , 52, 56, 58, 60, 66, 68, 71C-71D, 93C-93D, 98; CCA 63; DI 55, 57, 59, 63, 65, 67, 69; F 51, 70P; R 70; TTT 53</p>