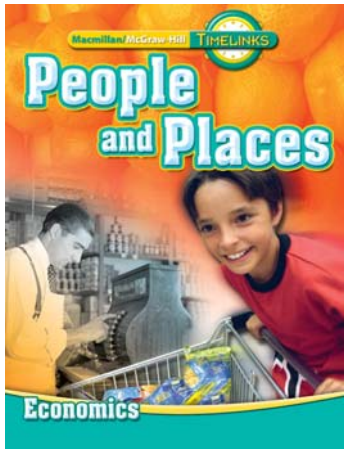
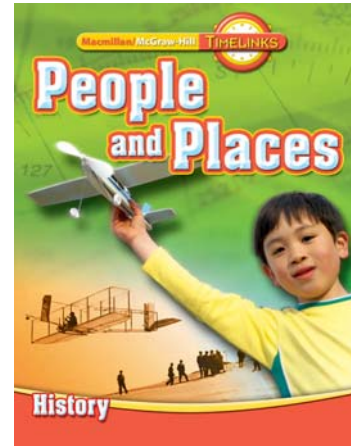
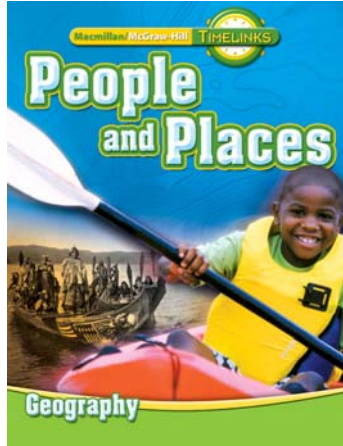
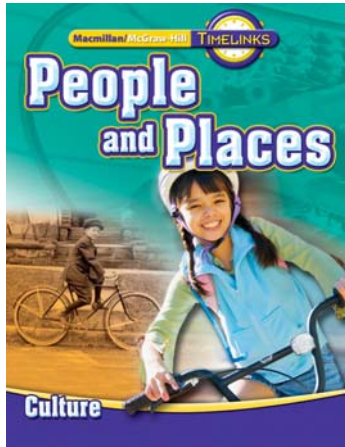




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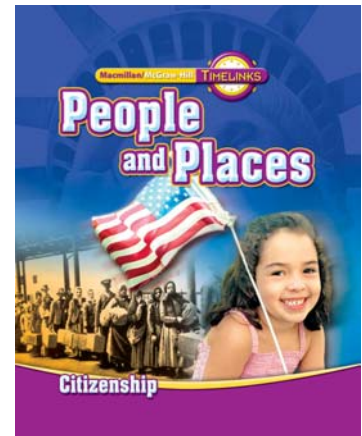
Curricular Standards for History &
Government; Economics & Geography
Education Second Grade

Kansas



People and Places

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STANDARDS

PAGE REFERENCES

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.

STANDARDS	PAGE REFERENCES
<p>Benchmark 1: 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"> (K) recognizes that rules provide order and safety and benefit all school and <i>community</i> members. 	<p>Student Edition:</p> <p>Unit 1 6-7, 16-17 <i>Main Idea and Details</i> 9 <i>The Big Idea</i> 9</p> <p>Unit 5 15, 34-35</p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 8, 16; Q 6, 9</p>
<p>Benchmark 2: 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"> (K) identifies and defines the characteristics of a good <i>citizen</i> (e.g., honesty, courage, <i>patriotism</i>, tolerance, respect). 	<p>Student Edition:</p> <p>Unit 1 7, 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 9, 17</p> <p>Unit 2 <i>Citizenship</i> 36-37</p> <p>Unit 4 <i>Citizenship</i> 26-27</p> <p>Unit 5 37</p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 11, 16</p> <p>Unit 4 CCA 26, 27</p> <p>Unit 5 HOP 3</p>
<p>Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.</p>	
<p>The student:</p> <ol style="list-style-type: none"> * (K) recognizes that the United States <i>Constitution</i> is a written plan for the rules of <i>government</i> (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school). 	<p>Student Edition:</p> <p>Unit 1 6-7, 89</p> <p>Unit 5 2-3, 5-9, 33-35</p> <p><i>Cause and Effect</i> 9</p> <p><i>Citizenship</i> 16-17</p> <p><i>The Big Idea</i> 9</p> <p><i>Vocabulary</i> 9</p> <p>Teacher’s Edition:</p> <p>Unit 5 BI 12; Q 12, 14</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<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>Student Edition: Unit 5 6-9 (can be used to help facilitate this goal)</p>
<p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.</p>	
<p>The student:</p> <p>1. * (A) demonstrates leadership in the classroom.</p>	<p>Student Edition: Unit 1 8 (can be used to help facilitate this goal)</p>
<p>Economics</p>	
<p>Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.</p>	
<p>Benchmark 1: The student understands how limited resources require choices.</p>	
<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>Student Edition: Unit 4 5-7, 14-15, 21-25 <i>The Big Idea Economics Activity</i> 38 Teacher's Edition: Unit 4 CCA 6; DI 7; Q 5, 14</p>
<p>2. (K) identifies examples of <i>producers</i> and <i>consumers</i>.</p>	<p>Student Edition: Unit 4 29-33 <i>The Big Idea</i> 33 <i>Vocabulary</i> 33 Teacher's Edition: Unit 4 CCA 30; Q 29, 30, 32, 33</p>
<p>3. * (A) - (\$) identifies the <i>opportunity cost</i> of a choice (e.g., next best alternative not chosen).</p>	<p>Student Edition: Unit 4 6-7 Teacher's Edition: Unit 4 Q 6</p>

STANDARDS		PAGE REFERENCES	
Benchmark 2: The student understands how the market economy works in the United States.			
The student: 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</i> with <i>barter</i> or money).	Student Edition: Unit 4 6-7, 8-9, 24-25 <i>Sequence</i> 25 <i>The Big Idea</i> 25 Teacher's Edition: Unit 4 BI 24; CCA 8; Q 24		
Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.			
The student: 1. * (K) - (\$) explains the advantage of choosing to save or spend money that is earned or received.	Student Edition: Unit 4 6-7, 8-9 Teacher's Edition: Unit 4 Q 6, 8, 9		
2. * (K) - (\$) defines a <i>budget</i> as a plan for <i>spending</i> and <i>saving income</i> .	Student Edition: Unit 4 6-7, 8-9 (can be used to help facilitate this goal)		
Benchmark 4: The student analyzes the role of government in the economy.			
<i>This benchmark will be taught at another grade level.</i>			
Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.			
The student: 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.	Student Edition: Unit 4 13-15, 21-23, 29-33 <i>The Big Idea</i> 19 Teacher's Edition: Unit 4 BI 12, 28; CCA 14; DI 15; Q 13, 14, 29		
2. * (K) - (\$) knows that a decision-making process can help people make <i>spending</i> and <i>saving</i> decisions.	Student Edition: Unit 4 6-9 <i>The Big Idea</i> 11 Teacher's Edition: Unit 4 Q 6		

STANDARDS	PAGE REFERENCES
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.	
<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>Student Edition:</p> <p>Unit 1 <i>Map and Globe Skills</i> 18-19 <i>Skill 37</i></p> <p>Unit 2 <i>Map and Globe Skills</i> 24-25 <i>Skill 45</i></p> <p>Unit 3 <i>Map and Globe Skills</i> 16-17 <i>Skill 37</i></p> <p>Unit 4 <i>Map and Globe Skills</i> 34-35 <i>Skill 37</i></p> <p>Unit 5 <i>Map and Globe Skills</i> 30-31 <i>Skill 45</i></p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 18, 19</p> <p>Unit 2 CCA 13, 18</p> <p>Unit 3 CCA 16</p> <p>Unit 4 CCA 34, 35</p> <p>Unit 5 CCA 30, 31</p>
<p>2. * (K) identifies and correctly uses terms: North, South, East, West.</p>	<p>Student Edition:</p> <p>Unit 5 <i>Map and Globe Skills</i> 30-31</p> <p>Teacher’s Edition:</p> <p>Unit 5 CCA 30, 31; Q 30</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>Student Edition:</p> <p>Unit 2 17-22</p> <p><i>The Big Idea Geography Activity</i> 46</p> <p>Teacher’s Edition:</p> <p>Unit 2 BI 16, 18, 22</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p>	
<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>Student Edition:</p> <p>Unit 2 39-41</p> <p><i>Summarize</i> 43</p> <p>Teacher’s Edition:</p> <p>Unit 2 DI 30, 41; Q 39, 40</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>	
<p>Benchmark 3: Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.</p>	
<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>Student Edition:</p> <p>Unit 2 27-31</p> <p>Teacher’s Edition:</p> <p>Unit 2 BI 30; CCA 28; Q 27, 28</p>
<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.</p>	
<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>Student Edition:</p> <p>Unit 1 21-25</p> <p><i>Vocabulary</i> 25</p> <p>Unit 3 11-15</p> <p>Unit 5 38-39</p> <p>Teacher’s Edition:</p> <p>Unit 1 BI 22; Q 21</p> <p>Unit 3 CCA 12</p>
<p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</p>	
<p>The student:</p> <p>1. * (K) describe how <i>physical systems</i> influence people and their activities.</p>	<p>Student Edition:</p> <p>Unit 2 27-29, 33-35</p> <p>Teacher’s Edition:</p> <p>Unit 2 BI 26; CCA 28; DI 29; Q 27, 33</p>

STANDARDS	PAGE REFERENCES
<p>Kansas, United States, and World History</p>	
<p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.</p>	
<p>Benchmark 1: The student understands the significance of important individuals and major developments in history.</p>	
<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>Student Edition:</p> <p>Unit 1 21, 22, 24 <i>Around the World</i> 21 Unit 3 6-7 <i>Vocabulary</i> 9</p> <p>Teacher’s Edition:</p> <p>Unit 1 BI 22 Unit 3 BI 6; CCA 6; DI 7; Q 6</p>
<p>2. * (A) compares and contrasts the ways people communicate with each other past and present.</p>	<p>Student Edition:</p> <p>Unit 3 8-9 <i>Compare and Contrast</i> 9 Unit 4 10-11</p> <p>Teacher’s Edition:</p> <p>Unit 3 Q 8, 9</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>Student Edition:</p> <p>Unit 1 34-35 <i>Main Idea and Details</i> 35 <i>The Big Idea</i> 35 <i>Vocabulary</i> 35 Unit 4 10-11</p> <p>Teacher’s Edition:</p> <p>Unit 1 BI 34; Q 35 Unit 4 BI 10</p>

STANDARDS	PAGE REFERENCES
<p>4. * (K) recognizes the impact of contributions made by leaders past and present.</p>	<p>Student Edition: Unit 3 21, 22-23, 31 <i>The Big Idea</i> 23 Unit 5 6-7, 11, 12-13, 33-35, 42-43 <i>Citizenship</i> 16-17 <i>Event</i> 7 <i>People</i> 42 Teacher’s Edition: Unit 3 BI 22, 24 Unit 5 BI 10, 22; CCA 16, 17; Q 12</p>
<p>Benchmark 2: 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> <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>Student Edition: Unit 1 13-15, 21-25 Unit 3 5-9 <i>Compare and Contrast</i> 9 <i>The Big Idea</i> 9 Teacher’s Edition: Unit 3 BI 4, 8; CCA 6, 8; DI 7; Q 5, 6, 8, 9</p>
<p>2. * (A) defines <i>immigration</i> and gives past and present examples from Kansas.</p>	<p>Student Edition: Unit 5 38-39 Teacher’s Edition: Unit 5 Q 38</p>
<p>3. * (K) defines history as the story of the past.</p>	<p>Student Edition: Unit 3 Page 6 discusses the past. <i>The Big Idea History Activity</i> 38 Teacher’s Edition: Unit 3 BB 5</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 3: 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> <ol style="list-style-type: none"> (K) recognizes the importance of the <u>Declaration of Independence</u> and the <u>Star Spangled Banner</u>. 	<p>Student Edition: Unit 3 21, 22 <i>Around the World</i> 21</p> <p>Teacher’s Edition: Unit 3 Q 23</p>
<ol style="list-style-type: none"> (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>Student Edition: Unit 5 19-23, 25 <i>Cause and Effect</i> 23 <i>The Big Idea</i> 23 <i>Vocabulary</i> 23</p> <p>Teacher’s Edition: Unit 5 BI 18, 20, 22, 38; Q 22, 23, 25, 38</p>
<p>Benchmark 4: The student engages in historical thinking skills.</p>	
<p>The student:</p> <ol style="list-style-type: none"> * (A) creates and uses timelines. 	<p>Student Edition: Unit 1 Timelines are discussed on pages 6-7. Unit 3 A timeline is shown on pages 22-23.</p> <p>Teacher’s Edition: Unit 3 UV 22</p>
<ol style="list-style-type: none"> (A) locates information using both <i>primary</i> and <i>secondary sources</i>. 	<p>Student Edition: Unit 1 29 Unit 3 9, 29-33 <i>The Big Idea History Activity</i> 38 Unit 5 37</p> <p>Teacher’s Edition: Unit 3 BI 32</p>
<ol style="list-style-type: none"> * (A) uses information to understand cause and effect. 	<p>Student Edition: Unit 5 <i>Cause and Effect</i> 9, 15, 23, 29, 35, 43</p> <p>Teacher’s Edition: Unit 5 CU 9, 15, 23, 29, 35, 43</p>

STANDARDS	PAGE REFERENCES
4. (A) compares and contrasts to draw conclusions.	<p>Student Edition: Unit 3 <i>Compare and Contrast</i> 9, 15, 23, 27, 33</p> <p>Teacher's Edition: Unit 3 CU 9, 15, 23, 27, 33</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>Teacher's Edition:</p> <p>Unit 1 CCA 28, 30; HOP 3; Q 35</p> <p>Unit 2 CCA 10, 14, 18, 24, 40; Q 43</p> <p>Unit 3 CCA 8, 12, 22, 32, 34</p> <p>Unit 4 CCA 10, 16, 30</p> <p>Unit 5 CCA 12, 14, 16, 26, 28</p>