



Communities

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STANDARDS	PAGE REFERENCES
Civics-Government	
<p>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.</p>	
<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) explains the purpose of rules and laws and why they are important in a <i>community</i>. 	<p>Student Edition: 221-223 <i>Quick Check 221</i></p> <p>Teacher's Edition: A 221; BB 221; BI 222; CCA 222; ELL 223; RL 223</p>
<ol style="list-style-type: none"> (K) explains the necessity of rules in order to provide public safety in a free and orderly society. 	<p>Student Edition: 221-223 <i>Essential Question 220</i> <i>Quick Check 221</i></p> <p>Teacher's Edition: BB 221; BI 220; Q 221</p>

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<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) 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>Student Edition: 210-211 <i>Quick Check</i> 211</p> <p>Teacher’s Edition: BI 210; CCA 210</p>
<p>Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.</p>	
<p><i>This benchmark will be taught at another grade level.</i></p>	
<p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<p>The student:</p> <ol style="list-style-type: none"> (K) recognizes that <i>citizenship</i> has <i>rights, privileges, and civic responsibilities</i> (e.g., <i>community</i> service, voting, treating others with respect). 	<p>Student Edition: 229-235 <i>People</i> 233 <i>Quick Check</i> 229, 231, 235</p> <p>Teacher’s Edition: BB 229; BI 230, 234; CCA 230, 234; ELL 231; RC 235</p>
<ol style="list-style-type: none"> (K) understands the importance of communicating ideas to community leaders (e.g., expressing the need for a new city park, expressing concern over a landfill, requesting recycling programs). 	<p>Student Edition: 230-233 <i>Essential Question</i> 229 <i>Quick Check</i> 231, 233</p> <p>Teacher’s Edition: CCA 232; RC 235</p>
<p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.</p>	
<p>The student:</p> <ol style="list-style-type: none"> (K) defines <i>government</i> as people or groups who make, apply, and enforce rules and laws for others within a family, school, or <i>community</i>. 	<p>Student Edition: 207, 215-216 <i>Essential Question</i> 206 <i>Global Connection</i> 218 <i>Quick Check</i> 207, 215, 216</p> <p>Teacher’s Edition: BB 215; BI 216; CCA 216</p>

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2. (K) identifies people or groups who make, apply, and enforce rules or laws within a family, school, or community (e.g., parent/guardian, police, mayor, governor, president).	Student Edition: 207, 215-216 <i>Quick Check</i> 215 Teacher's Edition: BI 214; BR 215; RL 207
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.	
The student: 1. * (K) knows that there are not enough available resources to satisfy all <i>wants</i> for <i>goods</i> and <i>services</i> .	Student Edition: 157-161, 168 <i>Citizenship</i> 163 <i>Quick Check</i> 159, 161 Teacher's Edition: CCA 160, 163; M 163; T 163
Benchmark 2: The student understands how the market economy works in the United States.	
The student: 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> .	Student Edition: 150-152, 166-169 <i>Quick Check</i> 151 Teacher's Edition: CCA 150, 168; RL 151
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) - (\$) knows that when <i>borrowing</i> money the <i>consumer</i> is receiving <i>credit</i> that must be repaid.	Student Edition: 165 <i>Quick Check</i> 165

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<p>Benchmark 4: The student analyzes the role of government in the economy.</p>	
<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>Student Edition:</p> <p>208-209</p> <p><i>Datagraphic</i> 209</p> <p><i>Quick Check</i> 209</p> <p>Teacher's Edition:</p> <p>BI 208; CCA 208; ELL 209; Q 208</p>
<p>Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p>	
<p>The student:</p> <p>1. * (A) - (\$) analyzes how <i>needs</i> and <i>wants</i> are met through <i>spending</i> and saving decisions.</p>	<p>Student Edition:</p> <p>157-162</p> <p><i>Citizenship</i> 163</p> <p><i>Quick Check</i> 157, 159, 161, 162</p> <p>Teacher's Edition:</p> <p>CCA 160; M 163; Q 158; RC 162, 163;RL 159; T 163</p>
<p>2. * (K) - (\$) identifies consequences of <i>borrowing</i> and <i>lending</i>.</p>	<p>Student Edition:</p> <p>165</p> <p><i>Quick Check</i> 165</p>
<p>3. * (A) - (\$) gives an example of <i>income</i> and how the money was spent or saved.</p>	<p>Student Edition:</p> <p>157, 159, 160-162</p> <p><i>Check Understanding</i> 162</p> <p><i>Citizenship</i> 163</p> <p><i>Essential Question</i> 156</p> <p><i>Quick Check</i> 157, 162</p> <p>Teacher's Edition:</p> <p>BB 157; BI 156; CCA 163; T 163</p>

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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.	
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.	Student Edition: <i>Geography Handbook</i> GH12 <i>Map and Globe Skills</i> 10-11, 26-27, 76-77, 138-139 Teacher’s Edition: AI 11, 27; CCA 10, 26; LI 10, 26
2. (A) uses a data source as a tool (e.g., graphs, charts, tables).	Student Edition: <i>Chart and Graph Skills</i> 68-69, 84-85, 170-171, 204-205 <i>Datagraphic</i> 31, 183, 209 Teacher’s Edition: AI 171, 205; CCA 84, 170; TI 85
3. * (A) identifies and gives examples of the difference between political and <i>physical features</i> on a map.	Student Edition: 11, 21 <i>Geography Handbook</i> GH8-GH9, GH14-GH23 <i>Map and Globe Skills</i> 76-77 <i>Unit 1 Review and Assess</i> 46
4. * (K) locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).	Student Edition: <i>Geography Handbook</i> GH7, GH8-GH9, GH14-GH25 <i>Map and Globe Skills</i> 76-77
5. (A) compares characteristics of urban, suburban, and rural areas.	Student Edition: 12-17 <i>Essential Question</i> 12 <i>Quick Check</i> 13, 15 Teacher’s Edition: BI 14; CCA 14; ELL 15; RL 13

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<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>Student Edition: 6-7, 13-17, 30-31, 165 <i>Datagraphic</i> 31 <i>Quick Check</i> 17</p> <p>Teacher’s Edition: BI 14, 16, 30; CCA 14</p>
<p>7. * (K) locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring cities, his/her county seat).</p>	<p>Student Edition: 13, 16-17, 33 <i>Chart and Graph Skills</i> 84-85 <i>Map and Globe Skills</i> 26-27 <i>Quick Check</i> 13, 17</p> <p>Teacher’s Edition: BI 16, 84; CCA 16</p>
<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.</p>	
<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>Student Edition: 19-25, 29-33 <i>Datagraphic</i> 31 <i>Local Connections</i> 44-45 <i>Places</i> 21 <i>Quick Check</i> 19, 25, 29</p> <p>Teacher’s Edition: BI 20, 24; CCA 20, 24, 30; ELL 21, 31; M 44; RC 25</p>

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

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

The student:

- * (A) compares various *ecosystems* in the *community* (e.g., *locations* and characteristics of plant and animal life).

Student Edition:

37-40, 42-43
Global Connections 41
Local Connections 44-45
Places 40
Quick Check 40

Teacher's Edition:

BI 40; ELL 39; Q 40; RL 41; WAI 41

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.

- * (A) examines how people in their *community* interact with people in other communities in Kansas.

The following page numbers can be applied to the state of Kansas:

Student Edition:

208-209, 210
Datagraphic 209

Teacher's Edition:

BB 29; BL 111; CCA 216; ELL 31; RC 123

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

The student:

- * (A) discusses the consequences of human modifications in their *community* on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).

Student Edition:

30-34, 37-39
Citizenship 35
Essential Question 36
Quick Check 34

Teacher's Edition:

OL 39; Q 37; RL 37; S 36

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<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>Student Edition: 30-34, 37-39 <i>Citizenship</i> 35 <i>Datagraphic</i> 31 <i>Essential Question</i> 36 <i>Quick Check</i> 31, 34, 37</p> <p>Teacher’s Edition: BI 30; CCA 30; OL 39</p>
<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) researches the contributions of historical and current day individuals significant in his/her <i>community</i>.</p>	<p>Student Edition: 53, 55-59, 62-66, 71-75, 80-83, 87-91 <i>Datagraphic</i> 90 <i>Essential Question</i> 52 <i>Local Connections</i> 92-93 <i>People, Places and Events</i> 50-51, 98-99, 146-147 <i>Places</i> 71 <i>Quick Check</i> 73</p> <p>Teacher’s Edition: CCA 92; HOP 51; RL 89</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 life in his/her <i>community</i> with another community. (e.g., population/location, jobs, customs, history, natural <i>resources</i>, <i>ethnic groups</i>, local government).</p>	<p>Student Edition: 29-32, 109-114, 117-123, 125-128, 130-131, 133-137, 215-217, 219 <i>Datagraphic</i> 31 <i>Global Connections</i> 129, 218 <i>Local Connections</i> 44-45, 140-141</p> <p>Teacher’s Edition: BB 29; BL 111; CCA 216; ELL 31; RC 123</p>

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<p>2. * (A) retells the history of the community using local documents or <i>artifacts</i>.</p>	<p>Student Edition: 53, 55, 58, 117-123, 203 <i>Citizenship</i> 115 <i>Global Connections</i> 54 <i>Primary Sources</i> 202</p> <p>Teacher's Edition: CCA 115; M 115; RC 123</p>
<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> <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>Student Edition: 125-128, 130-131 <i>Essential Question</i> 124 <i>Quick Check</i> 125, 128, 131</p> <p>Teacher's Edition: BI 128; ELL 127</p>
<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.</p>	<p>Student Edition: <i>Local Connections</i> 236-237</p> <p>Teacher's Edition: CCA 236; M 236; RC 236</p>
<p>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.</p>	<p>Student Edition: 109-114, 117-123, 133-137 <i>Essential Question</i> 108, 116 <i>Event</i> 112 <i>Local Connections</i> 140-141 <i>Quick Check</i> 113, 114</p> <p>Teacher's Edition: BB 109; BI 112, 136; ELL 111, 119</p>

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Benchmark 4: The student engages in historical thinking skills.	
<p>The student:</p> <p>1. * (A) creates and uses timelines to illustrate a <i>community's</i> history.</p>	<p>Student Edition: 88-89, 234-235 <i>Chart and Graph Skills</i> 68-69, 170-171 <i>People, Places and Events</i> 50-51, 146-147, 194-195</p> <p>Teacher's Edition: BL 89; CCA 233; HOP 51; TI 69, 171</p>
<p>2. (A) locates information about communities from a variety of sources.</p>	<p>Student Edition: <i>Check Understanding</i> 187 <i>Citizenship</i> 227 <i>Event</i> 186 <i>Local Connections</i> 93</p> <p>Teacher's Edition: CCA 42, 115, 171, 189, 218, 227</p>
<p>3. (A) uses information to frame important historical questions.</p>	<p>Student Edition: <i>Essential Question</i> 59 <i>Local Connections</i> 93 <i>Quick Check</i> 53, 55, 63, 79, 91</p> <p>Teacher's Edition: CCA 42, 69, 93, 106; Q 53, 57, 71, 72</p>
<p>4. * (A) observes and draws conclusions in his/her own words.</p>	<p>Student Edition: <i>Check Understanding</i> 25, 43, 91 <i>Citizenship</i> 35, 115</p> <p>Teacher's Edition: CCA 24</p>
<p>5. (A) identifies and compares information from <i>primary</i> and <i>secondary</i> sources.</p>	<p>Student Edition: <i>Primary Sources</i> 22, 74, 105, 158, 202</p> <p>Teacher's Edition: CCA 141; 185, 218; UPS 22, 74, 105, 158, 202</p>

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<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>Student Edition: <i>Check Understanding</i> 83, 91 <i>Citizenship</i> 115, 163 <i>Local Connections</i> 92-93</p> <p>Teacher’s Edition: CCA 8, 24, 30, 32, 102, 106, 112, 163, 166, 176, 225; RC 115; S 91</p>