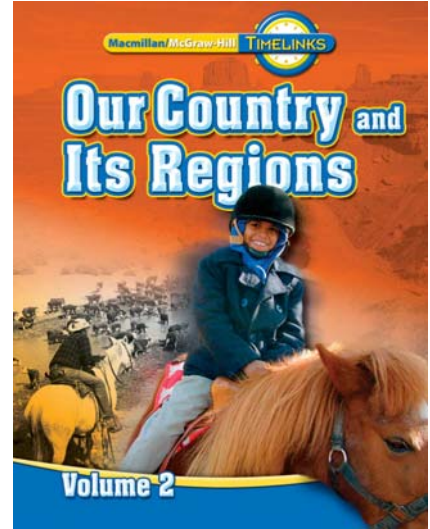


# Our Country and Its Regions

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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>(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.</li> </ol>	<p><b>Student Edition:</b> 110, 124 <i>Check Understanding</i> 125 #3</p> <p><b>Teacher's Edition:</b> Q 124; RL 110, 121, 124</p>

STANDARDS	PAGE REFERENCES
<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>(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).</li> </ol>	<p><b>Student Edition:</b> 106-108, 110-111, 114-117, 119, 120-125 <i>Chart</i> 109 <i>Check Understanding</i> 125 #3</p> <p><b>Teacher's Edition:</b> C 122; RL 107, 109, 115, 121, 123</p>
<p><b>Benchmark 3:</b> 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"> <li>(K) recognizes the United States <i>Constitution</i> as the document that defines the <i>rights</i> and <i>responsibilities</i> of <i>citizens</i> in the United States.</li> </ol>	<p><b>Student Edition:</b> 30-31, 115, 121-125, 186 <i>Check Understanding</i> 119 #3, 125 #2</p> <p><b>Teacher's Edition:</b> C 122; DI 123; UV 30</p>
<p><b>Benchmark 4:</b> 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"> <li>* (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>).</li> </ol>	<p><b>Student Edition:</b> 51, 67, 121, 122-123, 187 <i>Citizenship</i> 123, 156, 187, 219, 236, 277</p> <p><b>Teacher's Edition:</b> BI 50; C 122, 156, 232; DI 123; Q 121</p>
<ol style="list-style-type: none"> <li>(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).</li> </ol>	<p><b>Student Edition:</b> 122-123 <i>Citizenship</i> 123, 156, 187, 219, 236, 277</p> <p><b>Teacher's Edition:</b> C 122, 156, 232; DI 123; WA 122</p>
<p><b>Benchmark 5:</b> 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"> <li>(K) describes the function of state <i>governments</i> (e.g., establish law for the state, provide public service, provide public safety).</li> </ol>	<p><b>Student Edition:</b> 107, 108 <i>Chart</i> 107, 108 <i>Comprehension and Critical Thinking</i> 126 #7</p> <p><b>Teacher's Edition:</b> CC 108; RM 108</p>

STANDARDS	PAGE REFERENCES
2. * (K) defines capital as the location of state and national government.	<b>Student Edition:</b> 26, 108, 114, 116 <i>Chart 108</i> <i>Picture 69</i> <b>Teacher's Edition:</b> BI 68
3. (K) defines capitol as the building in which government is located.	<b>Student Edition:</b> 26, 108, 114, 116 <i>Chart 108</i> <i>Picture 69</i> <b>Teacher's Edition:</b> BI 68
<b>Economics</b>	
<b>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.</b>	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
The student: 1. * (K) - <b>(\$)</b> knows that every <i>spending</i> and saving decision has an <i>opportunity cost</i> .	<b>Student Edition:</b> 94-97, 102-103 <b>Teacher's Edition:</b> Q 103; RL 93, 95, 103; UV 102
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]).	<b>Student Edition:</b> 71, 80, 82-83, 102, 134, 136, 139, 143, 207 <i>Chart 101</i> <i>Check Understanding 83 #3</i> <b>Teacher's Edition:</b> Q 100, 207; RL 71, 101, 175; RM 80
3. * (A) traces the production, <i>distribution</i> , and <i>consumption</i> of a particular good in the state or region.	<b>Student Edition:</b> 92, 100, 104, 143-147, 175-179, 207-210, 273-279 <i>Datagraphic 179</i> <b>Teacher's Edition:</b> DI 101; RL 101, 207

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<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><b>Student Edition:</b> 19, 94, 216 <i>Global Connections</i> 211, 278</p> <p><b>Teacher's Edition:</b> GC 211, 278</p>
<p><b>Benchmark 2:</b> The student understands how the market economy works in the United States.</p>	
<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><b>Student Edition:</b> 94</p> <p><b>Teacher's Edition:</b> Q 94; RL 95</p>
<p><b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p>	
<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><b>Student Edition:</b> 93-97, 99-104 <i>Check Understanding</i> 97 #3, 104 #2</p> <p><b>Teacher's Edition:</b> RL 93, 95; RM 94</p>
<p><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></p>	
<p><b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p>	
<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><b>Student Edition:</b> 49, 179, 186 <i>Datagraphic</i> 179</p> <p><b>Teacher's Edition:</b> Q 49, 179, 186</p>
<p>2. * (A) analyzes the <i>costs</i> and <i>benefits</i> of making a choice.</p>	<p><b>Student Edition:</b> 94-95, 97, 99</p> <p><b>Teacher's Edition:</b> Q 93; RL 93, 95; RM 94</p>

STANDARDS	PAGE REFERENCES
<b>Geography</b>	
<b>Geography:</b> 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>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) 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><b>Student Edition:</b>  <i>Map</i> 42, 85, 132, 196-197, 241  <i>Map and Globe Skills</i> 77, 112-113, 141, 238-239, 270-271</p> <p><b>Teacher’s Edition:</b>            CC 196, 270; LI 77, 112, 238, 270; SW 113</p>
<p>2. (A) uses a data source as a tool (e.g., graphs, charts, tables).</p>	<p><b>Student Edition:</b>  <i>Chart</i> 71, 107, 167, 208  <i>Chart and Graph Skills</i> 6-7, 105, 173, 205</p> <p><b>Teacher’s Edition:</b>            LI 105, 173, 205; SW 20, 32, 37; UV 6</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><b>Student Edition:</b>            134-140, 150-154, 156-157, 166-172, 182-189, 198-204, 214-221, 230-237, 246-253, 262-269, 280-285</p> <p><b>Teacher’s Edition:</b>            C 188; DI 153, 249; RL 135, 167, 217; RM 200; UV 138, 234</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><b>Student Edition:</b>            134-140, 166-172, 198-204, 230-237, 262-269  <i>Check Understanding</i> 140 #2</p> <p><b>Teacher’s Edition:</b>            BI 202; DI 201; RL 135, 139, 167, 169, 235</p>

STANDARDS	PAGE REFERENCES
<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>These maps can be used to help students memorize features and to aid in mental mapping activities.</p> <p><b>Student Edition:</b> 132-133, 164-165, 196-197, 228-229, 260-261, GH6-GH18</p>
<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>	
<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><b>Student Edition:</b> 134-140, 166-172, 198-204, 230-237, 262-269 <i>Check Understanding</i> 140 #2</p> <p><b>Teacher’s Edition:</b> BI 202; DI 201; RL 135, 139, 167, 169, 235</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><b>Student Edition:</b> 150-154, 156-157, 182-189, 214-221, 246-253, 280-285 <i>Global Connection</i> 155 <i>Primary Sources</i> 185, 249</p> <p><b>Teacher’s Edition:</b> DI 284; Q 184, 248; RL 153, 155, 215, 219</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><b>Benchmark 3: Physical Systems:</b> The student understands Earth’s physical systems and how physical processes shape Earth’s surface.</p>	
<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><b>Student Edition:</b> 134-140, 166-172, 198-204, 230-237, 262-269 <i>Check Understanding</i> 140 #2</p> <p><b>Teacher’s Edition:</b> BI 202; DI 201; RL 135, 139, 167, 169, 235</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><b>Student Edition:</b> 53, 72, 168-169, 202-203, 232-233, 236, 266-267</p> <p><b>Teacher’s Edition:</b> BI 202, 236; DI 73, 233; Q 53, 72; RL 233, 267</p>

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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).	<b>Student Edition:</b> 76, 135-136, 140, 170-171, 204, 228, 230, 268-269 <i>Chart</i> 231  <b>Teacher’s Edition:</b> Q 170; RL 137
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
The student: 1. * (K) describes the types and characteristics of political units (e.g., city, county, state, country).	<b>Student Edition:</b> 106-108, 110-111, 114-117, 119 <i>Check Understanding</i> 119 #2  <b>Teacher’s Edition:</b> BI 118; CC 108; RL 107, 110; UV 110
2. (K) identifies conditions that determine the <i>location</i> of human activities (e.g., <i>resources</i> , population, transportation, and <i>technology</i> ).	<b>Student Edition:</b> 148-149, 184-185, 216-217, 248-249, 282 <i>Check Understanding</i> 149 #3  <b>Teacher’s Edition:</b> BI 148; Q 282; RL 184, 217
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
The student: 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).	<b>Student Edition:</b> 71, 80, 82-83, 134, 139, 143, 176-177, 207, 241, 273-274 <i>Diagram</i> 139 <i>Map</i> 143, 241  <b>Teacher’s Edition:</b> DI 177; Q 80, 139, 176; RL 71

STANDARDS	PAGE REFERENCES
<b>Kansas, United States, and World History</b>	
<b>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.</b>	
<b>Benchmark 1: The student understands the significance of important individuals and major developments in history.</b>	
<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>This standard can be covered during classroom discussion about notable Kansans.</p>
<p>2. (K) uses traditional stories from <i>regions</i> of the United States to help define the region.</p>	<p><b>Student Edition:</b> 151, 193C</p> <p><b>Teacher’s Edition:</b> RL 151</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><b>Student Edition:</b> 18, 34-35, 226, 248</p> <p><i>People</i> 19, 34</p> <p><i>Primary Sources</i> 249</p> <p><b>Teacher’s Edition:</b> BI 34, 221; DI 19, 35</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><b>Student Edition:</b> 36-37, 46-47, 164, 282, 276</p> <p><b>Teacher’s Edition:</b> BI 282; Q 37; RL 37; UV 36</p>
<p>5. (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. <i>migration</i>).</p>	<p><b>Student Edition:</b> 282</p>
<p>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).</p>	<p><b>Student Edition:</b> 282</p>

STANDARDS		PAGE REFERENCES
<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> <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>	<p><b>Student Edition:</b> 282-283</p> <p><b>Teacher’s Edition:</b> Q 282; RL 283; RM 282</p>	
<p>2. * (K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).</p>	<p><b>Student Edition:</b> 282-283</p> <p><b>Teacher’s Edition:</b> Q 282; RL 283; RM 282</p>	
<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) explains the origin of the name “Kansas.”</p>	<p>This standard can be covered during classroom discussion regarding Kansas history.</p>	
<p>2. (K) describes the history of the Kansas state song, “Home on the Range.”</p>	<p>This standard can be covered during classroom discussion regarding Kansas history.</p>	
<p><b>Benchmark 4:</b> The student engages in historical thinking skills.</p>		
<p>The student:</p> <p>1. * (A) creates and uses historical timelines (e.g., time periods, eras, decades, centuries).</p>	<p><b>Student Edition:</b> <i>Chart and Graph Skills</i> 6-7 <i>Reading Skills</i> R2-R3 <i>Skill</i> 62</p> <p><b>Teacher’s Edition:</b> CC 7, R3; LI 7; UV 6</p>	
<p>2. * (A) develops a thesis statement around a historical question.</p>	<p>The following skills will aid students to learn to develop thesis statements.</p> <p><b>Student Edition:</b> <i>Reading Skills</i> R8-R9, R10-R11</p>	
<p>3. * (K) understands the difference between <i>inferred information</i> and <i>observed information</i>.</p>	<p><b>Student Edition:</b> <i>Reading Skills</i> R4-R5</p> <p><b>Teacher’s Edition:</b> CC R5</p>	

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<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><b>Student Edition:</b>  <i>Primary Sources</i> 96, 145, 185, 202, 249, 283</p> <p><b>Teacher's Edition:</b>            UPS 96, 144, 185, 202, 248, 283</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><b>Student Edition:</b>  <i>Reading Skills</i> R2-R15</p> <p><b>Teacher's Edition:</b>            CC R3, R5, R7, R9, R11, R13, R15</p>