

5/27/2004

Civics-Government

Seventh Grade

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. 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 the democratic process.

Benchmark 1: The student understands the rule of law as it applies to local, state and national governments.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

Civics-Government

Seventh Grade

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
1. _ (K) defines the rights guaranteed, granted, and protected by the state constitution and its amendments.	

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Benchmark 3: The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains how authority and responsibility are balanced between national and state governments in a federal system (e.g., property rights). 2. _ (K) explains why separation of powers and a system of checks and balances are important to limit government. 3. (K) describes how citizens, legislators, and interest groups are involved in a bill becoming a law at the state level. 	

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) researches and carries out a project related to a public issues at the state or local level (e.g., designs and carries out a civic-oriented project). 2. (K) knows various procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, in person). 	

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Benchmark 5: The student understands the development of local, county and state governments.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) defines that cities are formed through a process of incorporation, establishing boundaries, creating a government, levying taxes. 2. (K) understands the role of county government. 3. (K) understands the role of school boards. 4. _ (A) compares and contrasts the roles of county and state government (i.e., sheriff v. highway patrol, county commissioner v. governor, courthouse/county seat vs. state capital, taxes). 	

Economics

Seventh Grade

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 in an interdependent world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) identifies substitutes (s) and complements (c) for selected goods and services (e.g., sod houses vs. wood houses (s), wagons vs. railroads (s); trains and rails (c), wagons and wheels (c)). 2. (K) explains that how people choose to use resources has both present and future consequences. 	<ol style="list-style-type: none"> 1. Have students sort pairs of words into columns of substitutes and complements. 2. Have students make a resource map of the state. Resources should be represented by pictures and explained in a key. 2. Ask students to make a chart listing at least five items in their homes that come from natural resources. 3. Use a graphic organizer to show causes of the Dust Bowl in Kansas. <p>(instructional suggestions are in development and may change)</p>

Economics**Seventh Grade**

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 in an interdependent world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
1. (A) - (\$) analyzes the impact of inflation or deflation on the value of money and people's purchasing power (e.g., cattle towns, mining towns, time of "boom", time of depression).	

Economics

Seventh Grade

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 in an interdependent world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) explains how positive and negative incentives affect the way people behave (i.e., taking a driver’s education class reduces insurance costs; higher wages attract more workers; library fines encourage timely book return, resident of KS is cheaper in-state tuition). 2. (K) explains the costs and benefits of trade between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of goods and services). 3. (A) gives examples of factors that might influence international trade (e.g., U.S. sanctions, weather, exchange rate, war, boycotts, embargos). 4. (A) gives examples of how tariffs, quotas, and other trade barriers affect consumers and the prices of goods (e.g., a country fearful of purchasing Kansas beef of fear of disease, tariffs on Kansas wheat). 	<ol style="list-style-type: none"> 1. Create a chart showing the positive and negative incentives of the following during the settlement of Kansas: Homestead Act, Railroad Land, Exodusters, Fencing in of the Land. 2. Give examples of imported and exported goods. Explain how importing and exporting has both benefits and costs. 3. Use newspapers, magazines and the internet to research examples of factors that influence international trade. <p>(instructional suggestions are in development and may change)</p>

Economics

Seventh Grade

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 in an interdependent world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) identifies goods and services provided by local, state, national governments (e.g., transportation, education, funding, defense). 2. (A) examines relationship between local and state revenues and expenditures (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force). 	<ol style="list-style-type: none"> 1. Make a list of items your local, state, and national governments are spending money on. Separate those expenditures into goods and services. Identify sources of revenue that pay for these expenditures and each level. (instructional suggestions are in development and may change)

Economics

Seventh Grade

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 in an interdependent world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) – (\$) compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services. 2. (K) explains how an individual's income will differ in the labor market depending on supply of and demand for his/her human capital (skills, abilities, and/or education level). 	<ol style="list-style-type: none"> 1. Compare store advertisements of similar items to determine the best over all buy using criteria such as price, warranty, location of store, refund policy, etc. 2. Use an education/average income chart to compute lifetime earning averages based on education attained. <p>(instructional suggestions are in development and may change)</p>

Geography

Seventh Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 1: Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) locates major political and physical features of Earth from memory and describes the relative location of those features (see Appendix 2 for list of items). 2. develops and uses different kinds of maps, globes, graphs, charts, databases, and models. 3. (A) uses mental maps of Kansas to answer questions about the location of physical and human features (e.g., dryer in the West; major rivers; population centers; major cities of Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and Highways: I-70). 4. (A) selects and explains reasons for using different geographic tools, graphic representation, and/or technologies to analyze selected geographic problems (e.g., map projections, aerial photographs, satellite images, geographic information systems). 5. (A) uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present spatial distributions and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes). 	

Geography

Seventh Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) identifies and compares the physical characteristics of world regions (e.g., locations, landscape, climate, vegetation, resources). 2. (A) identifies and compares the human characteristics of world regions (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education). 3. (K) identifies and explains how Kansas, U.S., and world regions are interdependent (e.g., through trade, diffusion of ideas, human migration, international conflicts). 4. _ (K) identifies and explains the changing criteria that can be used to define a region (i.e., physical characteristics, cultural elements, human constructs). 5. (K) identifies ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific regions, economic development). 6. (A) explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great “American” Desert). 	

Geography

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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.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains how earth-sun relationships affect earth’s physical processes and create physical patterns (e.g., latitude regions, climate regions, distribution of solar energy, ocean currents). 2. (K) explains patterns in the physical environment in terms of physical processes (e.g., plate tectonics, glaciation, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation). 3. (K) describes the characteristics of ecosystems in terms of their biodiversity (e.g., food chains, plant and animal communities, grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, marine environments). 4. (K) explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters). 	

Geography

Seventh Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

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.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) describes and analyzes population characteristics through the use of demographic concepts (e.g., population pyramids, birth/death rates, population growth rates, migration patterns). 2. (K) explains how the spread of cultural elements results in distinctive cultural landscapes (e.g., religion, language, customs, ethnic neighborhoods, foods). 3. _ (K) identifies the geographic factors that influence world trade and interdependence (i.e., location advantage, resource distribution, labor cost, technology, trade networks and organizations). 	

Geography

Seventh Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

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

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) identifies ways in which technologies have modified the physical environment of various world cultures (i.e., dams, irrigation, roads, plow, bridges). 2. (K) describes the consequences of having or not having particular resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts). 	

Kansas, United States, and World History

Seventh Grade

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 individuals, groups, ideas, events, and developments during the period before settlement in Kansas (- 1854).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs). 2. (A) describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas. 3. (K) explains how Long’s classification of Kansas as the “Great American Desert” influenced later U.S. government policy on American Indian relocation. 4. _ (A) analyzes the impact of the Indian Removal Act of 1830 on the way of life for Kickapoo, Sac and Fox, Delaware, Pottawatomie, Shawnee tribes relocated to Kansas (i.e., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict). 5. (K) describes the role of early Kansas forts in carrying out the U.S. government’s policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Ft. Riley). 	

Kansas, United States, and World History

Seventh Grade

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 2: The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) describes the concept of popular sovereignty under the Kansas-Nebraska Act and its impact on developing a state Constitution. 2. _ (K) describes how the dispute over slavery shaped life in Kansas Territory (i.e., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free staters, abolitionists). 3. _ (A) analyzes the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War (i.e., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown). 4. (K) describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder). 5. (A) analyzes the Wyandotte Constitution with respect to the civil rights of women and African Americans. 6. (K) describes important events in Kansas during the Civil War (e.g., Quantrill’s Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments). 	

Kansas, United States, and World History

Seventh Grade

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 3: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s - 1870s).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) describes the reasons for tension between the American Indians and the U.S. government over land in Kansas (i.e., encroachment on Indian lands, depletion of the buffalo and other natural resources, the Sand Creek massacre, broken promises). 2. (K) describes the U.S. government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, resources). 3. (A) determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns). 4. (A) traces the migration patterns of at least one European ethnic group to Kansas (e.g., English, French, Germans, German-Russians, Swedes). 5. _ (K) describes the reasons for the Exoduster movement from the South to Kansas (i.e., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton). 6. (K) explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., Preemption, Homestead Act, Timber Claim Act, railroad lands). 7. (A) uses primary source documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, depression, grasshoppers, lack of some natural resources, isolation). 	

Kansas, United States, and World History

Seventh Grade

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 4: The student understands individuals, groups, ideas, events, and developments during the period of reform in Kansas (1880s - 1920s).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) describes the movement for women’s suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections). 2. _ (K) describes the development of Populism in Kansas (i.e., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers). 3. (K) explains the accomplishments of the Progressive movement in Kansas (e.g., regulating the sale of stocks and bonds, workman’s compensation, inspection of meat processing plants, public health campaigns, prohibition). 4. (K) analyzes the impact of Kansas reformers on the nation (e.g., populists: Mary E. Lease, Annie Diggs, William Peffer, “Sockless” Jerry Simpson; progressives: Carry A. Nation, Samuel Crumbine, William Allen White, socialists: J.A. Wayland, Kate Richards O’Hare, Emanuel and Marcet Haldeman-Julius). 5. (K) describes the significance of farm mechanization in Kansas (e.g., increased farm size and production, specialized crops, population redistribution). 6. (A) explains the significance of the work of entrepreneurial Kansans on the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Oliver Beech, Lloyd Stearman). 7. (A) describes the contributions made by Mexican immigrants to agriculture and the railroad industry. 	

Kansas, United States, and World History

Seventh Grade

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Benchmark 5: The student understands individuals, groups, ideas, events, and developments in Kansas during the Great Depression and World War II. (1930s - 1940s).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) compares agricultural practices before and after the dust storms of the 1930s (i.e., rotation of crops, shelter belts, irrigation, terracing, stubble mulch). 2. (A) uses local resources to describe conditions in his/her community during the Great Depression. 3. (A) researches the contributions of Kansans during the 1930s & 1940s (e.g., Amelia Earhardt, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen). 4. (K) summarizes the effects of New Deal programs on Kansas life. 5. (K) explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices). 	

Kansas, United States, and World History

Seventh Grade

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 6: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) analyzes how the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case Brown v. Topeka Board of Education and how it continues to impact the nation. 2. (K) describes major flood control projects in the 1950s. 3. (A) describes the role of Kansas culture in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks. 4. (A) analyzes the effect of rural depopulation and increased urbanization and suburbanization on Kansas. 5. (K) explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, community, organizations, jobs, the fall of Southeast Asian governments). 6. (K) identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global economy, water issues, school funding). 	

Kansas, United States, and World History

Seventh Grade

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 7: The student engages in historical thinking skills.

Seventh Grade Knowledge and Application Indicators	Seventh Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyze changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas History. 2. _ (A) examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (i.e., census records, diaries, photographs, letters, government documents). 3. (A) uses at least three primary sources to interpret the impact a person or event from Kansas history to develop an historical narrative. 4. (A) compares different descriptions of the same event in Kansas history to understand how different people might interpret historical events differently. 	