

The Kansas Extended Curricular Standards for History and Government; Economics and Geography

Civics-Government

Extended

Civics Government - 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, rights, privileges, and responsibilities to become active participants in the democratic process.

Extended Benchmark 1 -- The student understands the rule of law as it applies to self, family, school, local, state, and national governments..

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. identifies rules found in his or her home, school, job, and / or community. 2. recognizes safety rules (e.g. poison, traffic, fire, personal safety, work site, and/or community). 3. describes government in terms of people and groups who make, apply and / or enforce rules or laws for others in their family, school, and community. 4. identifies one or more reasons for various rules. 	<ol style="list-style-type: none"> 1. gets in line and waits appropriately in cafeteria lunch line. 2. understands that he or she must ask permission before leaving the school building. 3. recognizes school principal as the head of the school. 4. tells new classmate the classroom rules and the reasons for them.
<p>Special Notes A variety of clarifying examples that illustrate the range of application possibilities is included in chapter ____</p> <p>The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.</p>	

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

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. acknowledges the various symbols used to depict Americans shared values, principles, or beliefs. 2. shows the qualities of a law-abiding citizen. 	<ol style="list-style-type: none"> 1. identifies the American flag from the flags of other countries. 2. follows teacher's directions when told where to store new classroom materials.
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Extended Benchmark 3 -- The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. knows the basic rights that are guaranteed by the U.S. Constitution. 2. identifies the roles of the federal government, the three branches, and / or the people in those branches. 	<ol style="list-style-type: none"> 1. understands that at age eighteen he or she has the right to vote (Bill of Rights). 2. identifies a picture of the current U.S. President during discussion of upcoming elections.
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Extended Benchmark 4 -- The student identifies the rights, privileges, and responsibilities in becoming an active civic participant.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. identifies or demonstrates an understanding of individual rights, privileges, and / or responsibilities. 2. identifies or demonstrates an understanding of rights, privileges, and responsibilities of the individual in groups. 	<ol style="list-style-type: none"> 1. shows responsibility for his or her personal items. 2. participates as a member of a cooperative learning group during government class.
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Extended Benchmark 5 -- The student understands people and functions of Kansas state government.

Extended Knowledge Base Indicators	Extended Clarifying Examples
1. identifies the roles of Kansas government, the branches, and / or people in these branches.	1. identifies the picture of the current governor of Kansas.
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Economics

Extended

Economics: 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.

Extended Benchmark 1 -- The student understands how the market economy works in the United States.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. understands the concept that rewards are earned in exchange for performance. 2. understands that providers must receive something (i.e., money) for exchange of goods or services. 3. understands the origin of particular goods. 4. identifies the functions of various stores and / or businesses. 	<ol style="list-style-type: none"> 1. exchanges the tokens that he or she has earned for a reward at the end of the school day. 2. exchanges his or her meal ticket for food in cafeteria lunch line. 3. participates in cooperative group project about how wheat becomes bread. 4. understands concession stand provides snacks during sporting events.
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Extended Benchmark 2 -- The student recognizes the role of the government in the economy.

1. Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. identifies and / or uses services provided by the government for all members of the community. 2. understands that there are some government services for which a person must qualify. 	<ol style="list-style-type: none"> 1. accompanies his or her parent(s) to neighborhood public school for enrollment. 2. recognizes that the information contained in the free and reduced lunch application is confidential.
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Extended Benchmark 3 -- The student makes effective decisions as a consumer, producer, and saver.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. understands that spending is the exchange of money for goods and / or services. 2. distinguishes between spending, borrowing, trading, and / or stealing. 3. understands that scarcity of resources requires choices. 4. understands that individual economic choices have consequences. 5. demonstrates an understanding of the concept of saving resources for a future purpose. 	<ol style="list-style-type: none"> 1. purchases his or her supplies at school store or vending machine. 2. refuses to loan money to a classmate. 3. shares time on the computer with classmates. 4. saves money by purchasing ticket for school event during school hours (\$3.00) instead of at the door (\$4.00). 5. participates in class project for which students bring change / coins for a group donation to charitable organization.

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Geography

Extended

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.

Extended 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.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. responds to terms related to location, direction, and / or distance. 2. identifies the locations of places within his or her environment. 3. demonstrates that particular locations are used for certain human activities. 4. uses a map and / or globe. 	<ol style="list-style-type: none"> 1. passes materials to other students, according to teacher's directions (next to, behind, in front of). 2. goes to designated area when he or she enters the school building at the start of the school day (cafeteria, commons area). 3. goes to the school office to purchase a lunch ticket before scheduled lunch period. 4. locates boy or girls restroom at new school by identifying the symbol.
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Extended Benchmark 2 – Places and Regions: The student understands the spatial organization of people, places, and environments.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. describes the physical and / or human characteristics of regional environments. 2. identifies physical or human activities that have taken place over time in the local region. 	<ol style="list-style-type: none"> 1. selects lunch items on special "theme" days (Wild West, Cinco de Mayo). 2. understands that when he or she is moving to another classroom or school the class membership changes.
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Extended Benchmark 3 -- Physical Systems: The student understands Earth’s physical systems and how physical processes shape the environment.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. demonstrates an understanding of how earth’s physical systems affect him or her personally. 2. demonstrates an understanding of how earth’s physical systems affect the regional environment. 	<ol style="list-style-type: none"> 1. participates in scheduled tornado drill by going to the designated area and covering his or her head. 2. participates in a cooperative learning group describing how the weather effects crops grown in Kansas.
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Extended Benchmark 4 -- Human Systems: The student understands how cultural and / or social elements influence people in a region.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. understands characteristics of a community. 2. describes and / or compares cultural characteristics or patterns within a region. 3. understands the process of conflict. 	<ol style="list-style-type: none"> 1. recognizes peers from his or her classroom when in the cafeteria or hall. 2. carries his or her school supplies to and from classes and / or school in a book bag. 3. accepts the teacher instructions for him or her to stop working and join classmates in another activity.
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Extended Benchmark 5 -- Human-Environmental Interactions: The student understands the effects of interactions between human and physical systems.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. adapts to variations in the physical environment. 2. participates in activities to help the environment. 3. demonstrates an understanding of the negative or positive impact his or her daily personal activities have on environments, objects, or people in the environments. 	<ol style="list-style-type: none"> 1. participates in group project that demonstrates the water cycle. 2. places his or her empty recyclable bottles or cans in recycle container located near the vending machines. 3. puts away materials in a designated location so that they can be found easily the next time that they are needed.
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History

Extended

History: 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.

Extended Benchmark 1 -- The student understands the significance of important individuals and major developments in history.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. expresses knowledge of personal ancestors and / or family history. 2. recognizes the importance of Kansas and United States historical figures. 	<ol style="list-style-type: none"> 1. answers questions relating to his or her family. 2. identifies George Washington as the first president of the United States.
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Extended Benchmark 2 – The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Extended Knowledge Base Indicators	Extended Clarifying Examples
1. understands that things that have happened in the past affect the way people live, think, or feel in the present.	1. describes the feelings of people participating in specific local, national or world events.
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Extended Benchmark 3 -- The student understands the significance of events, holidays, industries, people and / or symbols which are important in Kansas history.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. recognizes Kansas state symbols. 2. identifies Kansas events, holidays, industries, and / or people. 	<ol style="list-style-type: none"> 1. recognizes that the name of the state comes from the Kansa Indians. 2. gives report on famous Kansan (e.g.. Gordon Parks, Dwight Eisenhower, Amelia Earhart).
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Extended Benchmark 4 -- The student understands the significance of events, holidays, documents, or symbols, which are important in United States history.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. identifies one or more national holidays and / or the customs associated with that holiday. 2. recognizes national events, documents, or symbols. 	<ol style="list-style-type: none"> 1. understands that there may be no school on scheduled national holidays (e.g., Martin Luther King day, Veterans day). 2. participates in the Pledge of Allegiance at the opening of the school day (as appropriate).
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Extended Benchmark 5 -- The student understands the significance of events, holidays, industries, people and / or symbols which are important in World history.

Extended Knowledge Base Indicators	Extended Clarifying Examples
<ol style="list-style-type: none"> 1. identifies world holidays, industries, symbols, and / or people. 2. recognizes the importance of major world events (historical and current). 	<ol style="list-style-type: none"> 1. distinguishes between the United States flag and the flags of other countries. 2. gives a definition of war during a class discussion about the Viet Nam war.
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