

Civics-Government

High School

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 family, school, local, state and national governments.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) evaluates the purposes and function of law. 2. _ (A) analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good (i.e., eminent domain, martial law during disasters, health and safety issues). <i>U.S. history</i> 3. (K) define civic life, politics, and governments. 4. (K) explains when individual political and economic freedoms can be sacrificed for public well being (e.g., eminent domain, martial law during disasters, health and safety issues). 	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) recognizes that a nation’s values are embodied in the Constitution, statutes, and important court cases (e.g., Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education). 2. _ (K) understands core civic values inherent in the founding documents that have been the foundation for unity in American society (i.e., free speech, religion, press, assembly, and other basic civil rights). <i>U.S. history</i> 3. (K) explains the importance of shared political and civic values and beliefs to the maintenance of a government by constitution in a diverse American society (e.g., freedoms and responsibilities within the Bill of Rights, civil rights amendments, other documents related to our government by constitution). 4. (A) examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these value and principals conflict (e.g., equal opportunity and fairness v. affirmative action). 	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
1. (K) describes the purposes, organization, and functions of the three branches of government and independent regulatory agencies in relation to the U.S. Constitution. 2. _ (K) explains Constitutional powers (i.e., expressed, reserved, concurrent, implied, and prohibited). <i>U.S. history</i>	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders. <i>U.S. history</i> 2. (K) explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process. 3. (A) analyzes policies, actions, and issues regarding the rights of individuals to equal treatment under law. 4. (A) examines issues regarding political rights (e.g., to be an informed voter, participate in the political process, take leadership roles). 5. analyzes issues regarding economic freedoms within the United States (e.g., free enterprise, rights of individual choice, government regulation). 6. examines issues regarding the proper scope and limits of rights, and the criteria used to set those rights, including compelling national interests, public safety, and the rights of others (e.g., eminent domain, clear and present danger, national security risk). 7. explores issues regarding civic responsibilities of American citizens (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process). 8. _ (A) examines the role of civil society (Political Action Committees: Sierra Club, AARP, Volunteer Groups: S.A.D.D., Parents Music Resource Center, Parent Teacher Organizations) as a counterbalance and check on government. <i>U.S. history</i> 	

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Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _compares various political ideologies with that of the U.S. government in terms of structure, function, decision-making processes, citizenship roles, and political culture (i.e., constitutional monarchy, parliamentary democracy, dictatorship, fascism, socialism, communism, tribal government). <i>World history</i> 2. (K) discusses the structure of international relations both regional and world-wide (e.g., trade, economic and defense alliances, regional security). 3. _ (K) describes the purpose and functions of multi-national organizations (i.e., NATO, International Court of Justice, International Red Cross, Amnesty International, United Nations). <i>World history</i> 4. explains the changing roles of the U.S. Government in the international community (e.g., treaties, NATO, UN). 5. (A) examines a position concerning the use of various tools in carrying out U.S. foreign policy (e.g., trade sanctions, extension of the "most favored nations" status, military interventions). 6. _discusses human rights and international ethics as they apply to foreign policy. <i>World history</i> 7. _examines the role of U.S. in International political endeavors (e.g., exploitative, altruistic, benign). 	

**Economics
(World History Focus)**

High School

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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<p>1. (A) explains how economic systems affect the allocation of scarce resources (e.g., monarchies, financing explorers, mercantilism, rise of capitalism).</p> <p>2. _ (K) explains how economic choices made by societies have intended and unintended consequences. (i.e., exploration, trade, colonization, treaties, “planned economy” under Soviet Union, New Deal-U.S, Adam Smith-Invisible hand/Laissez Faire). <i>World history</i></p>	<p>1. On a chart or Venn diagram compare the allocation of resources between the feudalist states of Europe and Japan.</p> <p>2. Map explorations and colonial settlement, and tell the unintended consequences for both the mother country and the colony. Chart the intended and unintended.</p> <p>2. Consequences of the Five-Year Plan (planned economy) under the \ Soviet Union (instructional suggestions are in development and may change)</p>

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

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

**Economics
(World History Focus)**

High School

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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) compares the benefits and costs of different allocation methods (e.g., first come, first serve; prices, contests, lottery, majority rule). 2. _ (A) compares characteristics of traditional, command, market, and mixed economies on the basis of ownership of factors of production and locus of economic decision making (i.e., what, how, for whom). <i>World history</i> 3. _ (A) explains trade among nations according to comparative advantage (i.e., textile industry, oil trade traded for manufactured goods and defense, developing world raw materials returned finish product, textile industry 1800's vs. current). <i>World history</i> 4. _ (A) outlines the cost and benefits of free trade or restricted trade policies in world history (i.e., restrictions of trade under mercantilism, regional trade agreements, Smoot Hawley Tariff Act of 1930 and other countries' high tariffs during that time, General Agreement on Tariffs & Trade, World Trade Organization). <i>World history</i> 5. (K) explains how a change in exchange rates affects the flow of trade between nations and a nation's domestic economy (using historical examples such as development of the Euro, devaluation of the US dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe). 	<ol style="list-style-type: none"> 2. Create a chart that answers the questions what, how and for whom for each of the four economics. Include who makes the choices for the allocation of resources. <p>(instructional suggestions are in development and may change)</p>

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

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

**Economics
(World History Focus)**

High School

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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
1. _ (K) illustrates how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (i.e., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines). <i>World history</i>	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains how people respond to incentives in order to allocate scarce resources (e.g., government subsidies/farm production, rationing coupons/ WWII, emission regulations, profits/war production women/WWII workforce). 2. (K) explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plan; business: Ford’s car/need for roads/ Railroads, ecosystems; government: isolationism at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb). 	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) defines Gross Domestic Product (GDP) and indicates the components that make up our nation’s GDP (e.g., consumption, investment, government, and net exports). 2. (K) explains the factors that have contributed to U.S. economic growth (e.g., increasing education and literacy, health care advances, technology developments). 3. (K) explains the principles of demand and supply (e.g., laws, equilibrium, chg in quantity vs. chg in demand and supply). 4. _ (K) explains the factors that could change supply of or demand for a product (i.e., prohibition and supply and demand for alcohol; WWI and WWII – victory gardens to meet demand for vegetables because of low supply; WWI and WWII – women’s clothing styles—short dresses in WWII because of lack of fabric, long dresses again after war, no nylon hosiery because of parachutes, so painted seams on legs; WWI – stopped wearing corsets because steel was needed; 1920’s – Henry Ford and the assembly lines and Model-T’s). <i>U.S. history</i> 5. (A) analyzes how changes in prices affect consumer behavior and sometimes result in government actions (e.g., WWII—rationing, fuel, metals, nylon; Arab oil embargo of 1974; droughts (Ag products), changes in consumer preferences—fads, health information). 6. (K) describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800’s and early 1900’s, AT&T, Microsoft, Trusts of 1920’s & 1930’s). 7. _ (A) analyzes the role of central banks and the Federal Reserve System in the economy of the United States (i.e., interest rates, monetary policy, government bonds). <i>U.S. history</i> 	

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

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

**Economics
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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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) explains why certain goods and services are provided by the government (e.g., infrastructure, schools, waste management, national defense, parks, environmental protection). 2. (A) explains the advantages and disadvantages when fiscal policy is used by the Federal Government to influence the U.S. economy (e.g., change in taxes & spending to expand or contract the economy, such as F.D. Roosevelt’s New Deal, George W. Bush’s tax cuts, Gerald Ford’s WIN program). 3. (K) distinguishes between government debt and government budget deficit. 4. _ (A) evaluate the costs and benefits of governmental economic and social policies on society (i.e., minimum wage, laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, Medicare, unemployment insurance, corporate tax credits, public works projects). <i>U.S. history</i> 	

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) - (\$) describes how various jobs and employment are impacted by changes in the economy. 2. _ (K) - (\$) illustrates how the demand for labor is influenced by productivity of labor and explains the factors that influence labor productivity (i.e., education, experience, health, nutrition, technology). <i>U.S. history</i> 3. (A) - (\$) develops a personal budget that identifies sources of income and expenditures (e.g., wages, rent payments, savings, taxes, insurance). 4. (K) - (\$) determines the costs and benefits of using credit. 5. _ (A) - (\$) analyzes the costs and benefits of investment alternatives (i.e., stock market, bonds, certificates of deposits, real estate). <i>U.S. history</i> 	

Geography

High School

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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (See Appendix 2 for assessment items). <i>World history</i> 2. _ (A) interprets maps and other graphic representations to analyze U.S. and world events (i.e., suburban areas vs. inner cities, development vs. conservation, land use in the world or local community, nuclear waste disposal, relocation of refugees). <i>U.S. history</i> 3. (A) analyzes ways in which mental maps influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites). 4. (A) produces maps and other geographic representations, using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, GIS and other databases, questionnaires). 	

Geography

High School

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems). 2. _ (K) explains the factors that contribute to human changes in regions (i.e., technology alters use of the place, migration changes cultural characteristics, political factors). <i>World history</i> 3. _ (K) recognizes how regional identity both unifies and delineates groups of people. <i>U.S. History</i> 4. (A) uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities). 5. _ (A) analyzes the ways in which people’s perception of places and regions affect their decisions (i.e., land use, property value, settlement patterns, job opportunities). <i>U.S. history</i> 	<ol style="list-style-type: none"> 5. migrant workers, Dust Bowl, U.S. History (instructional suggestions are in development and may change)

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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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes the patterns of physical processes and affect on humans (e.g., weather patterns, earthquakes, drought, desertification). 2. (A) analyzes the distribution of ecosystems by examining relationships between soil, climate, plant, and animal life. 3. (K) describes the ways in which Earth’s physical processes are dynamic and interactive (e.g., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes). 4. (A) analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., carrying capacity, biological magnification, reduction of species diversity, acid rain, ozone depletion, contamination). 	

Geography

High School

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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.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) identifies trends of population growth and migration in response to environmental, social, economic, political, or technological factors (i.e., stress on infrastructure, impact on environment, cultural diffusion, socio-economic changes and pressures). <i>U.S. history</i> 2. (A) analyzes how communication and transportation facilitate cultural interchange (e.g., nationalism, ethnic pride, cross-cultural adaptation, popularity of ethnic foods). 3. (A) evaluates market areas to determine reasons for success or failure (e.g., advantages of location, trade partnerships, land value, wars, labor supply and cost, resource availability, transportation access, government structure, political cooperation). 4. (A) analyzes the purpose and characteristics settlements (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of megalopolis edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation technology, increasing number of ethnic enclaves). 5. _ (K) gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (i.e., regional planning districts, free-trade zones, trade partnerships, disputes resulting from national, ethnic, religious, economic differences, conflicts between internal interests and external forces, emerging democracies, NATO, U.N. Treaties). <i>World history</i> 	

Geography

High School

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

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) examines the impact that technology has on human modification of the physical environment (i.e., capacity to support human activity, recycling, clear cut logging, construction on flood plains, strip-mining, desert settlements, over-fishing, internal combustion engines, toxic waste, modern farming practices). <i>World history</i> 2. _ (A) examines alternative strategies to respond to constraints placed on human systems by the physical environment (i.e., irrigation, terracing, sustainable agriculture, water diversion, aquaculture, alternative uses for marginal land, seawalls, earthquake-resistant construction). <i>World history</i> 3. _ (A) discusses the pros and cons of specific policies and programs for resource use and management (i.e., EPA, building restrictions, mandated recycling, grazing). <i>U.S. history</i> 	

History
(Kansas embedded with U.S. History Course)

High School

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 uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation. 2. (A) analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism. 3. (A) explains the significance of the Girard newspaper <i>Appeal to Reason</i> to the Socialist movement in the Unites States. 4. (K) discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917). 5. (K) understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s. 6. _ (K) explains the influence of Kansas writers and artists on the Harlem Renaissance (i.e., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins). <i>U.S. history</i> 7. (K) explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages). 	

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Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (i.e., diaries, oral histories, letters). 2. (A) researches how the WPA altered the Kansas landscape. (e.g., public art, bridges, parks, swimming pools, libraries). 3. (A) analyzes Alf Landon’s 1936 speech accepting the Republican nomination for President in terms of the debate over the role of government in the U.S. recovery. 4. (K) understands the role of Kansas aviation companies in World War II. 5. (K) understands how conscientious objectors in Kansas participated in alternative service to the country during World War II. 	

History
(Kansas embedded with U.S. History Course)

High School

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes <i>Brown v. Topeka Board of Education</i> as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case. 2. (K) explains how Kansans have responded to increasing urbanization and industrialization. 3. (A) traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments. 4. (A) debates the ways state government has tried to balance the needs of farmers, industries, environmentalists, and consumers in regards to water protection and regulation. 	

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History
(Kansas embedded with U.S. History Course)

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Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

High School Knowledge and Application Indicators	High School Instructional Suggestions
1. (A) researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition of position. 2. (A) examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events.	

History
(Kansas embedded with U.S. History Course)

High School

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 5: The student engages in historical thinking skills.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes a theme in Kansas history to explain patterns of continuity and change over time. 2. (A) develops historical questions on a specific topic in Kansas history and analyzes the evidence in primary source documents to speculate on the answers. 3. (A) investigates an event in Kansas history using primary and secondary sources and develops a credible interpretation of the event, speculating on its meaning. 4. _ (A) compares competing historical narratives in Kansas history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. <p><i>Note: determine specific topic/question</i></p>	

**History
(United States)**

High School

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Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) examines topics in the transformation of American society in the rise of big business, heavy industry, and mechanized farming in the late 19th century (e.g., Social Darwinism, Gospel of Wealth, "Robber Barons", "Captains of Industry", Sherman Anti-Trust Act, muckrackers). 2. (A) explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes). 3. (A) analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, government ownership of railroads, graduated income tax, direct election of senators, election reform). 4. _ (A) examines the emergence of the United States in international affairs at the turn of the 20th century (i.e., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door policy, Roosevelt Corollary). 5. (K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson). 6. (A) analyzes the reasons for and impact of the United States' entrance into World War I. 7. (A) analyzes how the home front was influenced by U.S. involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee). 8. _ (K) retrace the progress of the women's suffrage movement from 	

<p>the state to the national arena (i.e., Susan B. Anthony, Elizabeth Cody Stanton, Alice Paul, states granting voting rights 19th Amendment). <i>U.S. history</i></p> <p>9. (A) analyzes factors that contributed to changes in work, production and the rise of a consumer culture during the 1920's (e.g., leisure time, technology, communication, travel, assembly line, credit buying).</p> <p>10. _ (A) evaluates various social conflicts in the early 1920's (i.e., rural vs. urban, fundamentalism vs. modernism, prohibition, nativism, flapper vs. traditional woman's role). <i>U.S. history</i></p> <p>11. (A) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great Migration, race riots, NAACP, Tuskegee).</p> <p>12. (A) interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz culture).</p>	
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**History
(U.S. History)**

High School

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 uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) analyzes the causes and impact of the Great Depression (i.e., overproduction, consumer debt, banking regulation, unequal distribution of wealth). <i>U.S. history</i> 2. _ (A) analyzes the costs and benefits of New Deal programs. (i.e., budget deficits vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved; dependence on subsidies). <i>U.S. history</i> 3. (A) analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin). 4. (A) analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lang, Woody Guthrie, John Steinbeck). 5. (A) analyzes the debate over and reasons for U.S. entry into World War II (e.g., growth of totalitarianism, American First Committee, neutrality, isolationism, Pearl Harbor). 6. _ (K) discusses how World War II influenced the home front (i.e., women in the work place, rationing, radio and victory gardens, conscientious objectors). <i>U.S. history</i> 7. _ (K) examines the complexity of race and ethnic relations (i.e., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees). <i>U.S. history</i> 8. (A) examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman’s decision to use the atomic bombs, opposition to nuclear weapons). 	<p>Teaching Example/Teaching Resources – PBS Program from the BBC 40’s House. Excellent for teaching conditions of rationing.</p> <p>(instructional suggestions are in development and may change)</p>

**History
(U.S. History)**

High School

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains why the United States emerged as a superpower as the result of World War II. 2. _ (A) analyzes the origins of the Cold War (i.e., the establishment of the Soviet Bloc, Mao’s victory in China, the Marshall Plan, the Berlin Blockade, the Iron Curtain). <i>U.S. history</i> 3. (A) evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident). 4. (A) evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp). 5. (A) analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, Federal aid to education, interstate highway system, space as the New Frontier, Johnson’s Great Society). 6. (A) analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik reaction to the military industrial complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal). 7. _ (K) examines the struggle for racial and gender equality and for the extension of civil rights (i.e., Brown vs. Topeka Board of Education, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Freidan, NOW, ERA, Title 9). <i>U.S. history</i> 8. (K) discusses events that contributed to the end of the Cold War (e.g., détente, Nixon’s visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and 	

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<p>Mikhail Gorbachev).</p> <p>9. (A) evaluates the causes and effects of the reform movements of the 1960s and 1970s (e.g., environmentalism – Rachel Carson, EPA; consumer protection – Ralph Nader; changes in the American labor movement – Cesar Chaves).</p>	
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**History
(U.S. History)**

High School

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Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) examines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, U.S. as the single superpower, U.S. involvement in the Middle East conflict, spread and resistance to U.S. popular culture). 2. (A) describes the impact of developments in technology, global communication, and transportation. 3. (A) researches major contemporary social issues. 4. (A) describes how changes in the national and global economy have influenced the work place. 	

**History
(U.S. History)**

High School

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 5: The student engages in historical thinking skills.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes a theme in United States history to explain patterns of continuity and change over time. 2. (A) develops historical questions on a specific topic in United States history and analyzes the evidence in primary source documents to speculate on the answers. 3. _ (A) investigates an event in United States history using primary and secondary sources and develops a credible interpretation of the event, speculating on its meaning (i.e., uses provided primary and secondary sources to interpret a historical-based conclusion). <i>U.S. history</i> 4. (A) compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. 	<p>Note: Topics to be drawn from other already tested indicators.</p>

**History
(World)**

High School

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 uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Emerging Global Age (1400-1750).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) investigates the changes in European thought and culture resulting from the Renaissance (i.e., more secular worldview; Machiavelli, Shakespeare; humanism, innovations in art and architecture). 2. (A) investigates the changes in European thought and culture resulting from the Reformation (e.g., establishment of Protestant faiths, Counter Reformation, Gutenberg Press, Catholic vs. Protestant wars of religion). 3. _ (A) analyzes the economic and social consequences of European exploration and expansion (i.e., rise of European power, mercantilism, Columbian Exchange, impact on indigenous people in North and South America, trans-Atlantic slave trade). 4. (A) compares and contrasts the rise of constitutionalism in Britain with political structures in France. (e.g., changes resulting from the English Civil War and Glorious Revolution: English Bill of Rights, establishment of Parliament, French Absolutism). 5. (K) explores the growth of Russian Absolutism (e.g., Ivan the Terrible, Peter the Great, Catherine the Great). 6. _ (K) explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of Shi'ism in Persia, the establishment of Islamic rule in India). 7. _ (A) describes why East Asia withdrew into isolationism during a time of European expansion (i.e., Tokugawa Shogunate, end of Great Ming Naval Expeditions, influence of Confucian bureaucracy). <i>World history</i> 	

**History
(World)**

High School

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Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) explains essential concepts from the Scientific Revolution (e.g., the heliocentric theory; natural law; scientific method). 2. _ (K) explains essential concepts from the Enlightenment that represented a turning point in intellectual history (i.e., ideas of Thomas Hobbes, John Locke, Voltaire Montesquieu, Mary Wollenscraft, Jean Jacques Rousseau, Enlightened despotism, salons). <i>World history</i> 3. (A) analyzes outcomes of the American and French Revolutions (e.g., the establishment of republican government grounded in Enlightenment thought, the deterioration of the French Republic into the reign of terror; the spread of revolutionary ideas and nationalism with the growth of Napoleonic France). 4. (A) explores industrialization and its consequences in Britain (e.g., the rise of laissez-faire economics in Britain, Adam Smith, Chartists, development of the middle class). 5. _ (A) compares and contrasts German unification with the Meiji restoration (i.e., nationalism, militarism, modernization, industrialization). 6. _ (K) describes the impact of imperialism (i.e., the competition for colonies in Africa and Asia; King Leopold’s Congo; ideology of Social Darwinism and the poem “The White Man’s Burden”). 7. (A) analyzes the causes and impact of the Russian Revolution (e.g., the idea of communism as an alternative to capitalism; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of totalitarianism). 8. _ (A) examines causes of anti-colonial movements in Latin America, Asia, and Africa (i.e., Haitian Revolution; Bolivar; San 	

<p>Martin; Hidalgo and Morelos; the Taiping Rebellion; the Boxer Rebellion; the Sepoy Rebellion; Zulu Wars).</p> <p>9. (K) describes the impact of cross-cultural exchange on artistic developments of the late 19th century (e.g., romanticism; impressionism, impact of Asian culture on western culture).</p>	
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**History
(World)**

High School

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) analyzes the causes and immediate consequences of WWI (i.e., imperialism rivalries: Triple Entente, Triple Alliance, nationalism, arms race in England, France, and Germany; Treaty of Versailles, reparations, War Guilt Clause). <i>World history</i> 2. (K) describes the emergence of contemporary Middle East (e.g., petroleum society, Zionism, Arab nationalism, Balfour Declaration, dissolution of the Ottoman Empire, Ataturk’s modernization of Turkey). 3. (A) examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights, secret police, state supremacy over individual rights, role of private property, class structure). 4. (A) analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British, Soviet alliance; Holocaust; Nanking; introduction of nuclear weapons; war crime trials). 5. _ (A) analyzes the independence movement in India (i.e., Gandhi, non-violence, Salt March, boycotts, creation of Pakistan). <i>World history</i> 6. (K) describes major intellectual, social, and artistic developments (e.g., surrealism, mural art of Mexico, Bauhaus, emergence of film and radio, rise of psychology, antibiotics, cubism). 	

**History
(World)**

High School

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Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World Since 1945.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes the Cold War as an international phenomenon (e.g., roots in WWII, Mao's China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for non-aligned nations; collapse of Communism in Europe). 2. (A) examines issues of social justice and human rights as expressed in the United Nations Declaration of Human Rights. 3. _ (A) examines the emergence of the Middle East as an influential region in world politics (i.e., Israel and the Arab world; The Iranian Revolution; the development of OPEC; Islamic responses to modernization and westernization). <i>World history</i> 4. (A) analyzes the impact of international organizations on global interaction (e.g., the United Nations; Organization of American States, NATO, non-governmental organizations such as the International Red Cross, European Union). 5. (A) researches environmental issues in a world of limited resources (e.g., the Green Revolution, population pressure, water, pollution, natural resource degradation). 6. (K) describes major intellectual, social and artistic developments (e.g., decoding DNA, space technology, consumerism, post-modernism, responses to globalization, feminism, fundamentalism, telecommunications). 	

**History
(World)**

High School

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Benchmark 5: The student engages in historical thinking skills.

High School Knowledge and Application Indicators	High School Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) analyzes a theme in World history to explain patterns of continuity and change over time. 2. (A) develops historical questions on a specific topic in World history and analyzes the evidence in primary source documents to speculate on the answers. 3. _ (A) investigates an event in World history using primary and secondary sources and develops a credible interpretation of the event, forming conclusions about its meaning (i.e., use provided primary and secondary sources to interpret a historical-based conclusion). <i>World history</i> 4. (A) compares competing historical narratives in World history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations. 	<p>Note: Topics to be drawn from other "tested" indicators</p>