

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(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>).</li> <li>(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).</li> </ol>	<ul style="list-style-type: none"> <li>Use rainfall maps of Kansas to compare rainfall amounts in Eastern Kansas and Western Kansas. Discuss why these rainfall amounts vary. (1)</li> <li>Label land and water features on Kansas maps. (1)</li> <li>Make ongoing charts related to human characteristics as Kansas and the regions of the United States are studied. (2)</li> <li>Use maps to identify and compare vegetation and <i>resources</i> with what is produced in Kansas and the United States. (1, 2)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.  <i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

- ▲ Assessed Indicator
- ★ Foundation for Assessed Indicators
- (\$) Personal Finance Literacy
- (K) Knowledge Indicator
- (A) Application Indicator



## Explanation of Key

▲ indicators marked for the Kansas Social Studies Assessment

(K) knowledge indicator: the ability to recognize and recall social studies definitions, facts, concepts and procedures.

(A) application indicator: the ability to use or apply a social studies knowledge base to interpret, analyze, problem solve, make informed decisions, and impact civic participation.

## Fifth Grade Knowledge and Application Indicators

The student:

1. ▲ (A) - (\$) determines the costs and *benefits* of a *spending, saving, or borrowing* decision.
2. (K) - (\$) recognizes that *supply* of and *demand* for workers in various careers affect *income*.

(\$) marks an indicator that addresses a personal finance topic.

## Sixth Grade Knowledge and Application Indicators

The student:

1. (A) examines reasons for variation in *population distribution* (e.g., environment, *migration*, *government* policies, birth and death rates).
2. ▲ (K) describes the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲ uneven distribution of resources, ▲ water use in ancient Mesopotamia, ▲ building projects in ancient Egypt, and Middle America, ▲ the Greek *city-states*, empire building, movements for independence or rights).

▲ appears within an e.g. list and distinguishes the items specifically marked for assessment. If deltas did not appear, then the entire e.g. list would be assessed. In this example, empire building and movements for independence of rights will not be assessed. These deltas appear for more specificity of assessed items and to account for time constraints based on testing window.



## Explanation of Key Cont...

First Grade Knowledge and/or Application Indicators
The student:
1. ★ (K) - (\$) discusses the <i>benefits</i> of saving money.
Teacher Notes:
1. ★ E5B5I1

★ stars mark the K-4 indicators that are foundational for the 6<sup>th</sup> grade assessment. In this example, this first grade economics indicator is a building block of knowledge for the assessed indicator E5B5I1 (**E**conomics, **5<sup>th</sup>** grade, **Benchmark 5**, **Indicator 1**), which will be tested on the 6<sup>th</sup> grade assessment. Stars will only be found in grades K through 4, and the corresponding assessment indicator will appear in under the teacher notes.

(1, 2) denotes the indicator (s) which the instructional suggestions would assist in teaching.

Sixth Grade Instructional Suggestions
<ul style="list-style-type: none"> <li>Compare the Egyptians' use of the Nile River to the Sumerians use of the Tigris and Euphrates rivers. (1, 2) See also: C-GB1I1, GB2I2, GB3I2, GB5I13</li> <li>Discuss with students how European merchants made such large <i>profits</i> from the sale of Asian goods. Lead students to realize that because Asian goods were not readily available in Europe, the only way to get them was pay a high <i>price</i>. (1, 2) See also: C-GB1I1, GB2I2</li> <li>Role-play a Portuguese sailor. Write a persuasive letter to King John I, explaining why he should pay for an ocean voyage you want to make to Asia and why the journey would be good for the Portuguese. (1, 2) See also: GB2I2, GB5I4, HB1I3, HB2I3, HB2I1</li> </ul>

GB2I2...HB1I3 denotes interdisciplinary connections to the instructional suggestion. When teaching this example, a correlation can be made with sixth grade, **Geography**, **Benchmark 2**, **Indicator 2** (GB2I2).



Suggested Skills and Processes  
 Kansas Standards for History and Government; Economics and Geography, December 2004  
 Grades K-12

Content Focus	Literacy Skills	Self	Family	Then and Now (Past and Present)	Communities (Local Hist.)	Kansas & Regions of the U.S.	U.S. History (Exp.-1900)	World Hist. (Ancient - Medieval Civilizations)	World Regions (Geog.) ..... Kansas History & Gov't	U.S. & History 1800-1900	World History (Renaissance-Present)	U.S. History: 1900-Present	Civics-Gov't
Skills		K	1	2	3	4	5	6	7	8	High School		
Analyze Maps	Technical reading & text structure								X	X	X	X	X
Specialized Map Making and Interpretation	Text structure								X	X	X	X	X
Money/Exchange	-Math -Technical Reading	X	X	X									
Comparing Costs and Benefits	-Comparison & Contrast -Cause & Effect				X	X	X	X					
Analyzing Supply and Demand	Comparison & Contrast -Cause & Effect						X	X	X	X			
Creating and Analyzing a Supply/Demand Graph	-Comparison & Contrast -Cause & Effect										X	X	X
Problem Solving	-Inference -Drawing Conclusions -Sequence -Comparison & Contrast -Cause & Effect	X	X	X	X	X	X	X	X	X	X	X	X
Graphic Organizers	-Reading tool for all contents -Organizing thoughts	X	X	X	X	X	X	X	X	X	X	X	X

Adapted from the Kansas Standards for Civics-Government, Economics, Geography, and History, 1999, p. 9-12 and The Skills and Processes Scope and Sequence Chart/Sherry Reed/SEKESC-Greenbush/7-00. Adapted for this document by Kris Shaw, Education Program Consultant, KSDE, and Sherry Reed, Curriculum Coordinator, USD 437 Auburn Washburn, Jan. 2005.

The purpose of this tool is to help local districts align curriculum to include social studies skills. This chart is not exhaustive. Please use this as a springboard to develop local curriculum.





## **Module II Part 2: Differences among Content Standards - History/Government**

Personal financial literacy appears in both mathematics and social studies.

True or False

**The correct answer is (True)**

If no baby deltas appear within an e.g. list, nothing from that e.g. list will be assessed.

True or False

**The correct answer is (true)**

Instructional examples are mandatory.

True or False

**The correct answer is (False)**

The standards audience is limited to teachers.

True or False

**The correct answer is (False)**

Literacy skills can be incorporated into social studies instruction.

True or False

**The correct answer is (True)**