

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**GRADES K-2**

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will have a variety of experiences that provide understanding for various science-related personal and environmental challenges.

Benchmark 1: The student will demonstrate responsibility for their own health.

Grades K-2 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. engages in personal care.2. discusses the types and benefit of healthy foods on the food pyramid.3. discuss the basic human need for safety and how to practice safety at home and school.	<p>The student...</p> <ol style="list-style-type: none">1. practices washing hands, brushing teeth, and engaging in exercise; discusses appropriate types of clothing to wear; discusses personal hygiene.2. explores real fruits and vegetables for textures, tastes, and health value, and/or cuts out pictures of foods and sorts into healthy and not healthy groups.3. discusses the need to obey traffic signals, use crosswalks, and the danger of talking to strangers.
<p>Teacher Notes: This standard should be integrated with physical science, life science, and earth and space science standards.</p> <p>Health encompasses safety, personal hygiene, exercise, and nutrition.</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**GRADES 3-4**

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will demonstrate personal health and environmental practices.

Benchmark 1: The student will develop an understanding of personal health.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses that safety involves freedom from danger, risk, or injury. 2. assumes some responsibility for his/her own health. 3. ▲ discusses the nutritional value of various foods and their contribution to health. 	<p>The student...</p> <ol style="list-style-type: none"> 1. takes part in classroom discussions which could include bike safety, water safety, weather safety, sun protection, etc... 2. practices good dental hygiene and cleanliness; discusses healthy exercise and sleep habits. 3. reads and compares nutrition information found on labels; discusses healthy foods; makes a healthy snack.
<p>Teacher notes:</p> <p>A variety of experiences will be provided to understand various science-related personal and environmental challenges. This standard should be integrated with physical science, life science, and earth & space science standards.</p> <p>Personal health involves physical and mental well being, including hygienic practices, and self-respect.</p> <p>As with the Science as Inquiry Standard, not every activity will involve all stages. Students will develop the ability to solve simple design problems that are appropriate for their developmental level.</p> <p>Children’s abilities in technological problem-solving can be developed by firsthand experiences in tackling tasks with a technological purpose. They can study technological products and systems in their world: zippers, coat hooks, can openers, bridges, paper clips, etc.</p> <p>▲ = Recommended Grade 4 Assessed Indicator</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**GRADES 5-7**

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 1: The student will understand scientific knowledge relative to personal health.

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.</p>	<p>The student...</p> <p>1</p> <ul style="list-style-type: none"> a. designs, implements, and self-evaluates a personal nutrition and exercise program. b. compares and contrasts immediate benefits of eating junk food to long term benefits of a lifetime of healthy eating. c. evaluates the risks and benefits of foods, medicines, and personal products. d. evaluates and compares the nutritional and toxic properties of various natural and synthetic foods.
<p>TEACHER NOTES:</p> <p>Regular exercise, rest, and proper nutrition are important to the maintenance and improvement of human health. Injury and illness are risks to maintaining health. Middle level students need opportunities to apply scientific knowledge to their understanding of personal health and science-based decision-making related to health risks.</p> <p>Teachers should understand that the decision making capacities of 10, 11, 12 and 13 year-old children are not fully developed, are subject to significant interference from hormonal changes, and otherwise lack the experience and maturity of an adult that may be necessary for wise and prudent decisions about their lives. Accordingly, teachers should work to reinforce normative parental and legal expectations designed to optimize their personal health. The challenge to teachers is to show students how science validates legal and normative parental expectations and requirements about health issues such as smoking, use of alcohol, disease, healthy eating, the wearing of seat belts and helmets, and why it is in their best personal interests to comply with these healthy expectations and requirements.</p> <p>▲ = Recommended Grade 7 Assessed Indicator</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES

GRADES 8-12

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will develop an understanding of personal and community health, population growth, natural resources, environmental quality, natural hazards and hazards caused by humans , and science and technology in local, national, and global settings.

Benchmark 1: The student will develop an understanding of the overall functioning of human systems and their interaction with the environment in order to understand specific mechanisms and processes related to health issues.

Grades 8-12 Indicators	Additional Specificity
<p>The student ...</p> <ol style="list-style-type: none">1. understands some chemical and physical hazards and accidents can be avoided through safety education.1. ▲ understands the severity of disease symptoms is dependent on many factors.3. understands informed personal choices concerning fitness and health involve an understanding of chemistry and biology.4. understands selection of foods and eating patterns determine nutritional balance which affects emotional and physical well-being.	<ol style="list-style-type: none">2. a. These factors include age, genetic predisposition, nutrition, and environmental factors. b. Many diseases can be prevented, controlled, or cured. Some diseases are communicable and some are not.
<p>Teacher Notes: See Kansas Health and PE Standards for additional guidance for health education.</p> <p>▲ = Recommended Sr. High Assessed Indicator</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES

GRADES 8-12

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will develop an understanding of personal and community health, population growth, natural resources, environmental quality, natural hazards and hazards caused by humans, and science and technology in local, national, and global settings.

Benchmark 5: The student will develop an understanding of the relationship between science, technology, and society.

Grades 8-12 Indicators	Additional Specificity
The student ... 1. understands how societal concerns and challenges can determine the rate of advancement in science and technology. Science and technology provides society with options of what we are capable of doing, not necessarily what we should do.	1. Increased use of antibiotics may also increase human resistance to antibiotics.
Teacher Notes: ▲ = Recommended Sr. High Assessed Indicator	

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 the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Kindergarten Knowledge and/or Application Indicators	Kindergarten Instructional Suggestions
The student: 1. (K) explains how each individual has a personal history. 2. ★(A) compares and contrasts his/her own life with life in a city and/or a rural <i>community</i> .	<ul style="list-style-type: none"> • Create a template for students to take home to research their personal history. (1) • Make two collages from pictures found in print media: one for city and one for rural. (1)
<p>Teacher Notes: 2. ★ H5B2I3 <i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p>	

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 the importance of the experiences of groups of people who have contributed to the richness of our heritage.

First Grade Knowledge and/or Application Indicators	First Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ★(K) - (\$) describes the <i>needs</i> of a family (e.g., food, shelter). 2. (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock). 3. (A) compares at least two types of shelter used by families today (e.g., apartment, frame house, mobile home, duplex). 4. ★(A) compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house). 5. ★(K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses). 6. ★(A) uses a timeline to share the history of a family (e.g., his/her own family, a family from literature). 	<ul style="list-style-type: none"> • Think about important things family members do for one another. Write a sentence: "_____ is important in my family because he /she _____". Draw a picture to illustrate the sentence. (1) • As a class, design a bulletin board, display, or photo collage illustrating food sources produced in Kansas. (2) • Take a field trip of the neighborhood to view different types of homes; compare these structures in terms of materials, shapes, etc. (3) • Build models of two types of American Indian houses; compare these structures in terms of materials, shapes, etc. (4) • Draw a picture of one's home; compare its shape, building materials, and number of rooms with a dugout, sod house, log cabin, or frame house. (5) • Create a timeline of one's family or a family from literature: grandparents, parents, child. (6)
<p>Teacher Notes:</p> <ol style="list-style-type: none"> 1. ★ E6B1I1 4. ★ H5B1I1 5. ★ E6B1I1 6. ★ H5B4I1 <p><i>Needs-</i> necessities (food, clothing, shelter)</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ★(A) knows the difference between <i>goods</i> and <i>services</i>, and provides examples how each satisfies people's <i>wants</i> and <i>needs</i>. 2. (K) identifies examples of <i>producers</i> and <i>consumers</i>. 3. ★(A) - (\$) identifies the <i>opportunity cost</i> of a choice (e.g., next best alternative not chosen). 	<ul style="list-style-type: none"> • Look at a group of pictures and sort them into goods and services. For each picture identify if it satisfies a want or a need. (1) See also: HB1I1&2 • Make a Venn diagram of producers and consumers. (2) See also: GB2I1, GB3I1, BB4I1 • Fill a choice tray with small items such as gum, candy, toys, etc. Have student choose two favorite items. Tell students they may only have one item. The item returned to the tray is the opportunity cost. Note: distinguish the next best alternative. (3) See also: GB5I1
<p>Teacher Notes:</p> <ol style="list-style-type: none"> 1. ★ E6B1I1 3. ★ E5B5I1 <p><i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Goods</i> - something that you can touch or hold. <i>Needs</i>- necessities (food, clothing, shelter) <i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen. <i>Producer</i> - one that produces, especially a person or organization that produces goods or services for sale. <i>Services</i> - something that one person does for someone else. <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

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 the importance of experiences of groups of people who have contributed to the richness of our heritage.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ★(A) compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas. 2. ★(A) defines <i>immigration</i> and gives past and present examples from Kansas. 3. ★(K) defines history as the story of the past. 	<ul style="list-style-type: none"> • Use stories, <i>artifacts</i> and music to interpret some aspect of daily life for a plains Indian family, a pioneer family, or a modern family in Kansas. (1) • Use <i>primary</i> and <i>secondary sources</i> to construct a table that summarizes geographic, political, economic, and religious reasons that brought <i>immigrants</i> to Kansas. (2) • Write a play based on a folk song or story that describes a part of Kansas history. (3)
<p>Teacher Notes:</p> <ol style="list-style-type: none"> 1. ★ H5B1I1, H6B4I1 2. ★ H6B4I1 3. ★ H6B4I1 <p><i>Artifacts</i> - objects that were used by people long ago. <i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live. <i>Immigration</i> - to enter and settle in a country to which one is not native. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony). <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	

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 the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> ★ (A) compares life in his/her <i>community</i> with another community. (e.g., population/location, jobs, customs, history, natural <i>resources</i>, <i>ethnic groups</i>, local government). ★ (A) retells the history of the community using local documents or <i>artifacts</i>. 	<ul style="list-style-type: none"> Use a Venn diagram to compare and contrast your community with another community. (1) Visit a local historical society/museum or public library; ask to view <i>primary source</i> documents, such as letters and diaries that were written by early settlers to your community. (2)
<p>Teacher Notes:</p> <ol style="list-style-type: none"> ★ G6B4I2, G6B2I3 ★ H5B4I1 <p><i>Artifacts</i> - objects that were used by people long ago. <i>Community</i> - any group living in the same area or having interests, work, etc. in common. <i>Ethnic group</i> - people of the same race or nationality who share a distinctive culture. <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services. <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p>	

Economics

Fourth Grade

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ★(K) - (\$) knows that every <i>spending</i> and saving decision has an <i>opportunity cost</i>. 2. (A) identifies examples of how <i>natural, capital, and human resources</i> are used in <i>production of goods and services</i> (e.g., <i>land resources</i> [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]). 3. ★(A) traces the production, <i>distribution</i>, and <i>consumption</i> of a particular good in the state or <i>region</i>. 4. (A) gives an example of economic <i>specialization</i> that leads to <i>trade</i> between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper). 	<ul style="list-style-type: none"> • Plan a trip out West. From a given list of eight supplies, with their prices, select only four being only allowed \$10.00. Ask students what their opportunity cost was in selecting the four items. (1) • Use a graphic organizer to list resources under their correct heading (i.e., natural, capital, human). Create a web of Factors of Production: natural resources, capital resources, human resource. (2) • Create a comic strip that traces a product from Kansas or the region from its beginnings to the <i>consumer</i>: wheat, aircraft. (2, 3) • Have students work as a group to dramatize trade of two products: fruit, wheat; lumber, coal; fish, beef. (4) See also: HB414
<p>Teacher Notes:</p> <ol style="list-style-type: none"> 1. ★ E5B5I1 3. ★ E5B2I2 <p><i>Capital goods, capital resources</i> - special goods such as tools, equipment, machines, and buildings which are used to produce other goods and services. <i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods. <i>Distribution</i> - the arrangement of items over a specified area. <i>Goods</i> - something that you can touch or hold. <i>Human resource</i> - people who work in jobs to produce goods and services. <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services. <i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen. <i>Production</i> - the creation of value or wealth by producing goods or services. <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas. <i>Services</i> - something that one person does for someone else. <i>Specialization</i> - people who work in jobs where they produce a few special goods and services. <i>Spending</i> - the use of money to buy goods and services. <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) defines <i>supply</i> as the quantity of <i>resources, goods, or services</i> that sellers offer at various prices at a particular time and <i>demand</i> as the number of <i>consumers</i> willing and able to purchase a good or service at a given <i>price</i>. 2. ▲(K) identifies factors that change supply or demand for a product (e.g., supply: <i>technology</i> changes; demand: invention of new and <i>substitute goods</i>; supply or demand: climate and weather). 3. (K) describes how changes in supply and demand affect prices of specific products. 	<ul style="list-style-type: none"> • Using the colonial colonies (New England, Middle, Southern) as an example, identify the demand for labor in the <i>production</i> of agricultural products and how the supply of that labor affected the type of crop produced. Write a short story as a landowner in either the New England, Middle, or Southern colony, with a product to sell. In the stories, explain how labor <i>costs</i> influenced the product produced, how new technologies were used to increase supply, and how substitute goods and climate conditions affected choices. (1, 2, 3) See also: GB2I2, GB4I1-5, GB5I2, HB2I3 • Make a cause and effect chart showing how weather can affect both the supply and demand for a particular agricultural product and hypothesize how price of that product would also be affected. (2, 3)
<p>Teacher Notes:</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Cost</i> - something that is given up to satisfy your wants. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Goods</i> - something that you can touch or hold. <i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers. <i>Production</i> - the creation of value or wealth by producing goods or services. <i>Resource</i> - an aspect of the physical environment that people value and use. <i>Services</i> - something that one person does for someone else. <i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time. <i>Technology</i> - science applied to achieve practical purposes.</p>	

Economics**Fifth Grade**

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Fifth Grade Knowledge and/or Application Indicators	Fifth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> ▲ (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decision. (K) - (\$) recognizes that <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>. 	<ul style="list-style-type: none"> Make a chart and list the benefits (pros) and costs (cons) of a spending decision. (1) Choose a career to research. Find the number of people currently in the occupation and the number of people needed now and in the future. Predict how the supply and demand of workers affects salaries: nursing, <i>technology</i> careers, construction. (2)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants. <i>Borrowing</i> - promising to repay a given amount of money, often with added interest. <i>Cost</i> - something that is given up to satisfy your wants. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit. <i>Spending</i> - the use of money to buy goods and services. <i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time. <i>Technology</i> - science applied to achieve practical purposes.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decision. 2. (K) - (\$) explains that <i>budgeting</i> requires <i>trade-offs</i> in managing <i>income</i> and <i>spending</i>. 3. (K) identifies the <i>opportunity cost</i> that resulted from a <i>spending</i> decision. 4. (A) - (\$) analyzes how <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i>. 	<ul style="list-style-type: none"> • Using a decision making grid, determine criteria for evaluating a product. Using the criteria, list cost and benefits of different brands of a product to determine which the best buy is. (1, 3) • Using a graphic organizer, budget a predetermined income to reach a financial goal. Discuss the trade-offs that have been made to reach the goal. (2) • Research a career. Find out the number of people currently in the occupation and the number of people that will be needed in the future. Predict how the supply and demand of workers affects salaries: nursing, <i>technology</i> careers, construction. (4)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Borrowing</i> - promising to repay a given amount of money, often with added interest.</p> <p><i>Budget</i> - a sum of money allocated for a particular use; a plan for saving and spending money.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen.</p> <p><i>Spending</i> - the use of money to buy goods and services.</p> <p><i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p> <p><i>Trade-off</i> - getting less of one thing in order to get a little more of another.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (K) identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels). 2. (K) explains that how people choose to use <i>resources</i> has both present and future consequences. 	<ul style="list-style-type: none"> • Make flash cards with substitute goods (Pepsi – Coke, Designer clothes – brand name clothes, car – bike) and complementary goods (hotdog-mustard, shirt- pants, paper- pencil). In groups of two or three, have the students match up the complementary goods and the substitute goods. (1) • Discuss how using the <i>human resource</i> (slavery) to produce labor intense crops had immediate and long-term consequences in the Southern colonies. On a sheet of paper have students write a short paragraph telling why slavery was used in the <i>production</i> of certain goods. Under the paragraph have the students make a T-chart and label it Present Consequences and Future Consequences. The students should then list the immediate consequence: created an increase in the slave <i>trade</i>, plantation owners were able to plant and harvest more crops. Future consequences: Civil War, discrimination, etc. (2)
<p>Teacher Notes:</p> <p><i>Goods</i> - something that you can touch or hold. <i>Human resource</i> - people who work in jobs to produce goods and services. <i>Production</i> - the creation of value or wealth by producing goods or services. <i>Resource</i> - an aspect of the physical environment that people value and use. <i>Services</i> - something that one person does for someone else. <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <p>1. (A) - (\$) analyzes the impact of <i>inflation</i> or <i>deflation</i> on the value of money and people's purchasing power (e.g., cattle towns, mining towns, time of "boom", time of <i>depression</i>).</p>	<ul style="list-style-type: none"> • Draw a political cartoon illustrating the <i>price</i> of a new car for the year the students were born comparing that price to the <i>cost</i> of a new car today.
<p>Teacher Notes:</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Deflation</i> - the sustained decrease in the general price level of the entire economy, resulting in an increase in the purchasing power of money.</p> <p><i>Depression</i> - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.</p> <p><i>Inflation</i> - sustained increase in the general price level of the entire economy, resulting in a reduction in the purchasing power of money.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> ▲ (A) describes examples of factors that might influence <i>international trade</i> (e.g., United States <i>economic sanctions</i>, weather, <i>exchange rates</i>, war, boycotts, <i>embargos</i>). (K) explains the <i>costs</i> and <i>benefits of trade</i> between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of <i>goods and services</i>). (A) gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos). (A) gives examples of how <i>tariffs</i>, <i>quotas</i>, and other <i>trade barriers</i> affect <i>consumers</i> and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat). 	<ul style="list-style-type: none"> Give examples of imported and exported goods. Explain how importing and exporting has both benefits and costs. (2) Use newspapers, magazines and the internet to research examples of factors that influence international trade. (3) Invite a business representative into the classroom to discuss tariffs and quotas on products and their effects on prices. (4)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Economic sanction</i> - the withholding, usually by several nations, of loans or trade relations with a nation violating international law, to force it to comply.</p> <p><i>Embargo</i> - government restriction placed on trade.</p> <p><i>Exchange rate</i> - the price of one currency in relation to another currency.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>International trade</i> - the exchange of goods and services between countries.</p> <p><i>Quota</i> - a proportional share, as of goods, assigned to a group or to each member of a group; an allotment or a production assignment.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Tariff</i> - a tax imposed on imported goods.</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p> <p><i>Trade barriers</i> - something that prohibits trade.</p>	

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/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲ (K) describes the reasons for tension between the American Indians and the United States <i>government</i> over land in Kansas (e.g., encroachment on Indian lands, <i>depletion</i> of the buffalo and other <i>natural resources</i>, the Sand Creek massacre, broken promises). 2. (K) describes the United States government’s purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, <i>resources</i>). 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 <i>migration</i> patterns of at least one European <i>ethnic group</i> to Kansas (e.g., English, French, Germans, German-Russians, Swedes). 5. ▲ (K) describes the reasons for the Exoduster movement from the South to Kansas (e.g., 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 <i>primary source</i> documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, <i>depression</i>, grasshoppers, lack of some natural resources, isolation). 	<ul style="list-style-type: none"> • Divide the class into two teams. Ask one team to represent the American Indian tribes and the other the U.S. government, during the time of the Medicine Lodge Peace Treaties. Using the speeches of Satanta and Senator Henderson as primary resources, have each group prepare a brief citing their client’s perspective and point of view. Present the material in a class debate. (1) • Use reminiscences and diaries to research life on the Texas to Kansas cattle drives. View a western-themed movie or television show that uses the time period as a setting. Compare and contrast the portrayals of the cowboy. (3) • Review economic conditions for African Americans in the South after the Civil War. How did the supply and demand for <i>human capital</i> in southern agriculture change? How did social and cultural conditions affect the ability for African Americans to have a decent standard of living? What made Kansas look like the “promised land” to African Americans? Make a chart showing the <i>push-pull factors</i> that brought the Exodusters to Kansas. (5) See also: EB5I2 and GB2I6 • Make a chart showing the positive and negative incentives inherent in the Homestead Act, Preemption Act, Timber Claim Act, and Railroad Land Grants. See also: EB3I1. (6)
<p>Teacher Notes:</p> <p><i>Depletion</i> - the lessening or exhaustion of a supply.</p> <p><i>Depression</i> - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.</p> <p><i>Ethnic group</i> - people of the same race or nationality who share a distinctive culture.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Human capital, human resource</i> - people who work in jobs to produce goods and services.</p> <p><i>Migration</i> - the movement of people or other organisms from one region to another.</p> <p><i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.</p> <p><i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p> <p><i>Push-pull factors</i> - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <p>1. ▲(A) analyzes the effect of <i>scarcity</i> on the <i>price</i>, <i>production</i>, <i>consumption</i> and <i>distribution</i> of <i>goods</i> and <i>services</i> (e.g., <i>price</i> goes up and <i>production</i> goes down, <i>consumption</i> goes down and <i>distribution</i> is limited).</p>	<ul style="list-style-type: none"> • Write newspaper articles on the scarcity of manufactured goods in the South during and after the Civil War. (1) See also: GB1I2, GB5I1, HB1I5, HB4I1, HB4I2 • Write diary entries telling about the availability and price of food items along the Oregon Trail. (1) See also: GB1I2, GB2I1, GB2I2, GB5I1 • Using current events discuss with the class how scarcity affects the prices of certain items (seasonal produce <i>supply</i> in stores—tomatoes, oranges, grapes; seasonal clothing – sales at the end of the season; war – labor force, disasters – building supplies, etc) (1) See also: GB5I1
<p>Teacher Notes:</p> <p><i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Production</i> - the creation of value or wealth by producing goods or services.</p> <p><i>Scarcity</i> - not being able to have everything wanted making choices necessary; when supply is less than demand.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. ▲(K) explains how relative <i>price</i>, people's economic decisions, and innovations influence the <i>market</i> system (e.g., cotton gin led to increased <i>productivity</i>, more cotton produced, higher <i>profits</i>, and lower prices; steamboat led to increased <i>distribution of goods</i>, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef). 2. (K) - (\$) describes the four basic types of earned <i>income</i> (e.g., wages and salaries, rent, <i>interests</i>, and profit). 3. (K) - (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, <i>outsourcing</i>). 4. ▲(K) - (\$) describes the positive and negative <i>incentives</i> to which employees respond (e.g., wage levels, <i>benefits</i>, work hours, working conditions). 	<ul style="list-style-type: none"> • Using either the cotton gin, steamboat, or railroad industry, create a three-column chart labeled: "Impact on Society," "Impact on Prices," and "Impact on Other Industries." Fill in chart after researching areas. (1) • Research an 1800's invention and report on the effect of that invention on productivity, prices, etc. (1) See also: GB511 • Write a letter to the editor, or to a congressperson identifying factors of unemployment in the area. Suggest possible solutions to one of these areas. (3) • Make a cause and effect chart showing factors affecting unemployment. (3) See also: C-GB313 • Interview an adult to find out positive and negative incentives of their jobs. (4) • Research unemployment data for the state. Develop rationale for the periods of low employment. (3)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Incentives</i> - something, such as the fear of punishment or the expectation of reward, which induces action or motivates effort.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Interest</i> - a charge for a loan, usually a percentage of the amount loaned.</p> <p><i>Market</i> - exists whenever buyers and sellers exchange goods and services.</p> <p><i>Outsourcing</i> - paying another company to provide services which a company might otherwise have employed its own staff to perform.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Productivity</i> - a measure of goods and services produced over a period of time with a given set of resources.</p> <p><i>Profit</i> - after producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student::</p> <p>1. (K) gives examples of how monopolies affect <i>consumers</i>, the <i>prices of goods</i>, laborers, and their <i>wages</i> (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; anti-trust laws).</p>	<ul style="list-style-type: none"> • Research tycoons Andrew Carnegie and John D. Rockefeller. Write a paragraph comparing and contrasting them. Discuss why they were called “Robber Barons”. (1) • Analyze political cartoons to examine public sentiment on monopolies, unions, and anti-trust laws. (1) See also: HB116, HB315 • Participate in two mock markets: one with a monopoly and one with competition. Describe positive and negative incentives in each market. (1)
<p>Teacher Notes:</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

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 uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> 1. (A) interprets the impact of the romance of the west on American <i>culture</i> (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody’s Wild West Show, Frederick Remington, the cowboy). 2. ▲ (K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, <i>immigrant</i> agents). 3. (K) describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation). 4. (K) explains American Indians’ reactions to encroachment on their lands and the <i>government</i> response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee). 5. (K) explains how the rise of big business, heavy industry, and mechanized farming transformed American <i>society</i>. 6. (A) interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19th century. 7. (A) compares and contrasts the experiences of immigrants in urban versus rural settings. 	<ul style="list-style-type: none"> • Use <i>primary source</i> information to contrast the realities of the west to popular stereotypes about the west. (1) • Write a newspaper editorial explaining the <i>benefits</i> of the railroad in helping to settle and develop the west. Use specific evidence from history to support the argument for the railroad. Respond to negative views regarding the growth of the railroad by maintaining support for your position. (2) • Use primary or secondary resources from the <i>era</i> to defend a position on what mistakes both sides made in dealing with each other: Federal <i>Government</i> and American Indians. (3, 4) • Use photographs of immigrants to support or disprove the statement: “Americans welcomed immigrants with open arms when they arrived”. (6)
<p>Teacher Notes:</p> <p><i>Benefit</i> - something that satisfies one’s wants.</p> <p><i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).</p> <p><i>Era</i> - a period of history marked by some distinctive characteristic.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live.</p> <p><i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p> <p><i>Society</i> - a group of people bound together by the same culture.</p>	

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

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

High School Knowledge and/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> (K) defines <i>Gross Domestic Product</i> (GDP) and indicates the components that make up our nation's GDP (e.g., <i>consumption, investment, government, and net exports</i>). (K) explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, <i>technology</i> developments). (K) explains the principles of <i>demand and supply</i> (e.g., laws, <i>equilibrium, change in quantity vs. change in demand and supply</i>). ▲ (K) explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; <i>scarcity of resources</i>: war; technology: assembly line production). (A) analyzes how changes in prices affect <i>consumer</i> behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil <i>embargo</i> of 1974; droughts (Ag products), <i>changes in consumer preferences—fads, health information</i>). (K) describes what happens to the product <i>price</i> 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). (A) analyzes the role of central banks and the <i>Federal Reserve System</i> in the <i>economy</i> of the United States (e.g., <i>interest rates, monetary policy, government bonds</i>). 	<ul style="list-style-type: none"> Use the Internet to research technology developments that have helped the economy grow. Design a <i>flow chart</i> showing how that technology affected the economy.(2) See also: GB511; USB111, USB119, USB412, USB511, WHB214, WHB215, WHB216, WHB416, WHB511 Analyze <i>primary source</i> documents to determine the effects of various factors on the supply or demand for a product. (4) See also: USB119, USB1110, USB216 Societal values: prohibition of alcohol: web resource: http://www.archives.gov/digital_classroom/lessons/volstead_act/volstead_act.html Scarcity of resources: war web resource: http://www.archives.gov/facilities/ca/laguna_niguel/workbook/ww2_opa_records.html Technology: assembly line production web resource: http://www.pbs.org/wgbh/peoplescentury/teachers/tgontheline.html Use a bar graph to represent the falling price of computers with many competing companies. Compare it to a bar graph of the price for software (e.g. Microsoft Windows XP). What is the difference and why? (6) See also: CB416; USB412, USB414 Go to www.federalreserve.gov. Find answers to questions about Federal Reserve. What does the Fed do? Then discuss how Fed sets monetary policy and why they change <i>interest rates</i>. Discuss why the Federal Reserve sets interest rates and sets monetary policy. (7) web resource: www.federalreserve.gov.
<p>Teacher Notes:</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants. <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods. <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Economy</i> - the production and distribution of goods and services within an economic system. <i>Embargo</i> - government restriction placed on trade. <i>Equilibrium point</i> (Equilibrium Price) - the price at which quantity supplied equals quantity demanded. <i>Exports</i> - goods and services produced in one nation and sold to buyers in another nation.</p>	

Federal Reserve System - the independent central bank of the United States that controls the money supply.

Government - institutions and procedures through which a territory and its people are ruled.

Gross Domestic Product (GDP) - the total market value of all final goods and services produced in the economy in a given year.

Interest rate - the price of money that is borrowed or saved, determined by the forces of supply and demand.

Price - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Resource - an aspect of the physical environment that people value and use.

Scarcity - not being able to have everything wanted making choices necessary; when supply is less than demand.

Supply - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.

Technology - science applied to achieve practical purposes.

**History
(United States 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 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/or Application Indicators	High School Instructional Suggestions
<p>The student:</p> <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 <i>era</i> (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture).2. (A) describes the impact of developments in <i>technology</i>, global communication, and transportation.3. (A) researches major contemporary social issues.4. (A) describes how changes in the national and global <i>economy</i> have influenced the work place.5. (A) examines United States immigration policy to understand the affects of legal and illegal <i>immigration</i> (e.g., political, social, economic).	<ul style="list-style-type: none">• Using newspapers and news magazines, read articles about acts of terrorism in the United States and around the world. Identify commonalities and differences in these attacks in terms of who, what, why, where, and how of the events. (1) See also: GB415
<p>Teacher Notes: <i>Economy</i> - the production and distribution of goods and services within an economic system. <i>Era</i> - a period of history marked by some distinctive characteristic. <i>Immigration</i> - to enter and settle in a country to which one is not native. <i>Technology</i> - science applied to achieve practical purposes.</p>	