



The World and Its People

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STANDARDS	PAGE REFERENCES
<p>Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States 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 our representative democracy.</p>	
<p>Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p>	
<p>1. (K) recognizes that every <i>civilization</i> has a form of law or order.</p>	<p>Student Edition: 84-85, 112D, 138-140, 294-297, 299-302, 466-469, 473-477, 477 #4, 481 #21</p> <p>Teacher Wraparound Edition: CLA 65</p>
<p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<p>The student:</p> <p>1. ▲ (A) compares and contrasts the <i>rights</i> of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.</p>	<p>Student Edition: 138-140, 143 #3, 294-297, 297 #2, 297 #5, 311 #22, 789-792</p> <p>Teacher Wraparound Edition: CTA 139; DI 296; E 283; F 328; WIM 125, 293</p>

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Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.	
<p>The student:</p> <p>1. ▲(K) identifies the basic features of systems of government (e.g., <i>republic, democracy, monarchy, dictatorship, oligarchy, theocracy</i>).</p>	<p>Student Edition: 83, 85 #3, 92-96, 99-100, 294-297, 297 #4, 299-302, 303-307, 466-469, 789-792 <i>Exploring Economics</i> 96 <i>National Geographic</i> 83</p> <p>Teacher Wraparound Edition: F 328; TTA 694</p>
<p>2. (K) describes the ways political systems meet or fail to meet the <i>needs</i> and <i>wants</i> of their <i>citizens</i> (e.g., <i>republic, democracy, monarchy, dictatorship oligarchy, theocracy</i>).</p>	<p>Student Edition: 92-96, 99-100, 100 #4, 102-106, 110 #18, 112D, 146-149, 467-470 <i>Exploring Economics</i> 321 <i>Primary Source</i> 99</p> <p>Teacher Wraparound Edition: C 143; F 328; PS 101; TTA 95</p>
<p>3. (K) defines the characteristics of nations (e.g., <i>territory, population, government, sovereignty</i>).</p>	<p>Student Edition: 92-96, 102-106, 112D, 138-140, 146-151, 304, 321, 776-785, 793 <i>Exploring Economics</i> 96</p> <p>Teacher Wraparound Edition: MI 122</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.	
<p>1. ▲(K) explains how <i>scarcity</i> of resources requires communities and nations to make <i>choices</i> about <i>goods</i> and <i>services</i> (e.g., what foods to eat, where to settle, how to use land).</p>	<p>Student Edition: 92-96, 99-100, 102-106, 110 #18 <i>Exploring Economics</i> 468, 558 <i>Geography & History</i> 686</p> <p>Teacher Wraparound Edition: CB 236; TT 78D; TTA 95, 194</p>

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<p>2. (A) gives examples of international <i>economic interdependence</i>. (e.g., Europe depended on the Far East for spices & tea; Far East received silver and gem stones in exchange).</p>	<p>Student Edition: 92-96, 99-100, 102-106, 131-136, 328-332 <i>Exploring Economics</i> 558 <i>Geography & History</i> 228, 566, 686</p> <p>Teacher Wraparound Edition: CA 333; F 101; MC 101; RAA 461; RS 330; TTA 328</p>
<p>Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p>	
<p>1. (K) recognizes the economic conditions under which <i>trade</i> takes place among nations (e.g., students recognize that trade takes place when nations have <i>wants</i> or <i>needs</i> they cannot fulfill on their own).</p>	<p>Student Edition: 92-96, 99-100, 102-106, 136, 296-297, 328-332, 469-470 <i>Building Graph Reading Skills</i> 107 #2 <i>Exploring Economics</i> 468, 558 <i>Geography & History</i> 686</p> <p>Teacher Wraparound Edition: DI 94; MC 327; TB 101</p>
<p>2. ▲(K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).</p>	<p>Student Edition: 92-96, 96 #5, 99-100, 102-106, 136, 328-332, 469, 518 <i>Exploring Economics</i> 558 <i>Geography & History</i> 686</p> <p>Teacher Wraparound Edition: DI 94; MC 327; TB 101; TTA 104</p>
<p>Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p>	
<p>1. (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decision.</p>	<p>Student Edition: 100, 102-106, 111 #21</p> <p>Teacher Wraparound Edition: CTA 194; DC 106; DI 94, 579; MAP 138; TB 101; TTA 95</p>
<p>2. (K) - (\$) explains that <i>budgeting</i> requires <i>trade-offs</i> in managing <i>income</i> and spending.</p>	<p>Student Edition: 93-94, 102</p> <p>Teacher Wraparound Edition: CTA 194; DI 94, 579; MAP 138; TTA 95, 205</p>

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<p>3. (K) identifies the <i>opportunity cost</i> that resulted from a spending decision.</p> <p>4. (A) - (\$) analyzes how <i>supply</i> of and <i>demand</i> for workers in various careers affect income.</p>	<p>Student Edition: 100, 102-106, 111 #21 <i>Exploring Economics</i> 664 <i>Interpreting Maps</i> 102</p> <p>Teacher Wraparound Edition: CA 107; CTA 194; DC 106; DI 94, 579; F 102; MAP 138; TB 101; TTA 205</p>
<p>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.</p>	
<p>Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.</p>	
<p>1. ▲(A) explains and uses map titles, symbols, cardinal and intermediate directions, <i>legends</i>, <i>latitude</i> and <i>longitude</i>.</p>	<p>Student Edition: <i>Geography Handbook</i> 4-13 <i>Social Studies Skills</i> 33, 60, 86, 144, 196, 613, 713</p> <p>Teacher Wraparound Edition: C 15; CLA 8, 14; DI 5; DYK 4; T 8, 10</p>
<p>2. (K) locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains).</p>	<p>Student Edition: <i>National Geographic</i> 248, 255, 301, 310, 336, 364, 388, 480, 496, 530, 656, 684, 720 <i>Reference Atlas</i> 2-30</p> <p>Teacher Wraparound Edition: CPA 633; RAA 539</p>
<p>3. (A) identifies major patterns of world populations, <i>physical features</i>, ecosystems, and <i>cultures</i> using historic and contemporary <i>geographic tools</i> (e.g., maps, illustrations, photographs, documents, data).</p>	<p>Student Edition: 24-25, 776-785, 795 <i>Geography Handbook</i> 4-15 <i>Making Connections</i> 28 <i>National Geographic</i> 63, 64, 81, 84, 89 <i>Reference Atlas</i> 2-30</p> <p>Teacher Wraparound Edition: RAA 397, 458; TTA 90</p>

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Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.	
<p>1. (A) identifies types of <i>regions</i> (e.g., climatic, economic, cultural).</p>	<p>Student Edition: 24, 80-85 <i>Geography Handbook 2</i> <i>National Geographic</i> 84</p> <p>Teacher Wraparound Edition: CB 3; CLA 84; DI 24, 63, 128; RAA 184; RS 15, 127, 153</p>
<p>2. (K) describes how <i>places</i> and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari).</p>	<p>Student Edition: 473-477 <i>Exploring Culture</i> 361, 557 <i>Making Connections</i> 472, 562, 643 <i>National Geographic</i> 236, 294, 473 <i>Study and Writing Skill</i> 478</p> <p>Teacher Wraparound Edition: AP 125, 465</p>
<p>3. ▲(K) identifies and describes the <i>location</i>, landscape, climate, and <i>resources</i> of early world <i>civilizations</i> (e.g., ▲ Mesopotamia, ▲ Egypt, ▲ India, ▲ China, ▲ Greece, ▲ Rome, ▲ <i>Middle/South America</i>, Western Europe, West Africa, Japan).</p>	<p>Student Edition: 104, 145-146, 215-216, 294-297, 466-471, 693 <i>Geography & History</i> 566, 686</p> <p>Teacher Wraparound Edition: CLA 65, 470; FF 460; GHA 687; RAA 289, 458, 459</p>
<p>4. (A) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, <i>religion</i>, language, customs, <i>government</i>, agriculture, industry, architecture, arts, education).</p>	<p>Student Edition: 104, 294-297, 466-471, 473-477 <i>Believe It or Not!</i> 470 <i>Making Connections</i> 344, 472 <i>Study and Writing Skill</i> 478 <i>Why It Matters</i> 465</p> <p>Teacher Wraparound Edition: CB 469; CLA 470; FF 460; RAA 458, 459; RS 467</p>

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5. (A) traces the movement (<i>diffusion</i>) from one <i>region</i> or center of civilization to other regions of the world (e.g., people, <i>goods</i> , and ideas).	Student Edition: 83-84, 102-106, 110 #15, 155 #24, 295-297, 466-471, 511, 591-596, 794 <i>Geography & History</i> 228, 566, 686 Teacher Wraparound Edition: CB 13; CTA 83; RAA 461
Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.	
1. (K) explains the <i>distribution</i> patterns of ecosystems within hemispheres to define climatic <i>regions</i> .	Student Edition: 52-59, 59 #4, 61-68, 69-72, 111 #24 <i>National Geographic</i> 63 Teacher Wraparound Edition: CTA 55; DI 54, 63; NTT 64; RAA 458; RS 62, 127; T 53; UI 112
2. (K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).	Student Edition: 92-96, 110 #16, 131-136, 147-148, 213-215, 514-516 <i>National Geographic</i> 65 Teacher Wraparound Edition: CTA 129; EG 115; T 566; TTA 215; UI 452
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.	
1. (A) examines reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i> , <i>government policies</i> , birth and death rates).	Student Edition: 41, 87-90, 91 #3, 110 #15, 147-150, 452D, 591-596, 776-785, 795 <i>National Geographic</i> 90 Teacher Wraparound Edition: DI 41; RAA 458; RS 88; T 88; TTA 90
2. ▲(K) describes the forces and <i>processes</i> of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of <i>resources</i> , ▲water use in ancient Mesopotamia, ▲building projects in ancient Egypt and ▲ <i>Middle/South America</i> , ▲the Greek <i>city-states</i> , empire building, movements for independence or rights).	Student Edition: 146-151, 294-297, 319-323, 324-326, 466-471, 510-512, 522-526, 591-596 <i>Geography & History</i> 686 Teacher Wraparound Edition: CLA 149, 470; ULA 453; YGY 526

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Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.	
<p>1. (A) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia).</p>	<p>Student Edition: 58-59, 69-72, 112D, 278D, 452D, 470 <i>Making Connections</i> 218, 472, 665</p> <p>Teacher Wraparound Edition: CB 57; DYK 468; IC 148; RAA 459; ULA 279</p>
<p>2. (K) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius).</p>	<p>Student Edition: 34-37, 112D, 469-470, 690-691 <i>Believe It or Not!</i> 55 <i>Making Connections</i> 576 <i>National Geographic</i> 215, 690</p> <p>Teacher Wraparound Edition: DYK 15; EG 455; RAA 458, 459; RS 53; TT 46D; TTA 56; WIM 465</p>
<p>3. (A) explains the relationship between the availability and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer).</p>	<p>Student Edition: 97-98, 111 #25, 145-148, 304, 466-471, 514-516, 797 <i>Making Connections</i> 608, 665</p> <p>Teacher Wraparound Edition: CTA 129; RS 98; WIM 465</p>
<p>4. (A) explains the relationship between <i>resources</i> and the exploration, <i>colonization</i> and settlement patterns of different world <i>regions</i> (e.g., <i>mercantilism</i>, <i>imperialism</i>, and <i>colonialism</i>).</p>	<p>Student Edition: 111 #25, 145-148, 220-221, 305-307, 307 #4, 787, 788, 796 <i>Geography & History</i> 228</p> <p>Teacher Wraparound Edition: AMS 295; CB 236; CTA 129; EG 115</p>