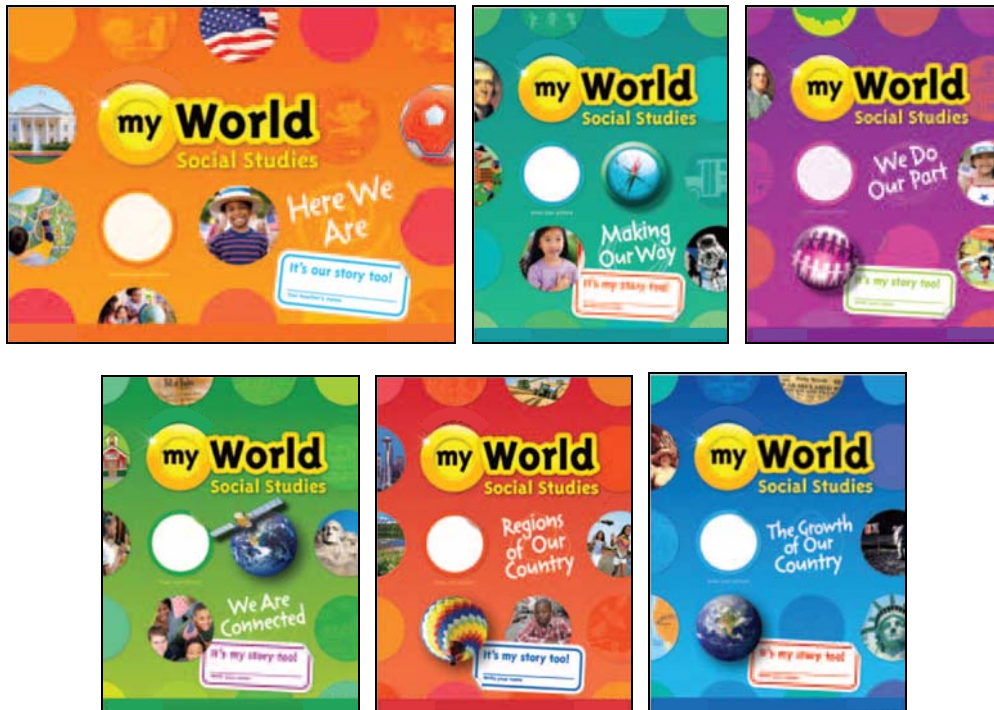


A Correlation of

# Savvas myWorld Social Studies



To the

## Kansas Standards for History and Government; Economics and Geography Grades K-5

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**Introduction**

**myWorld Social Studies** is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the Kansas Social Studies Standards for grades K - 5. Correlation page references are to the Kindergarten Flip Chart, Student Worktext, and Teacher's Editions. Alignments are cited at the page level.

**Everyone has a story. What's yours?**

*myWorld Social Studies* utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

**Reinforce literacy instruction** Every minute spent teaching social studies also reinforces reading and writing instruction.

**Reduce prep time** Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

**Keep it current** Teach to the moment using *Savvas'* exclusive *myStory Book Current Events* prompts.

**Prepare students for the next level** Embedded interactive skills instruction prepares students for lifelong learning.

**Interactive Student Text**

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

**The symbols below are used throughout the Kansas Social Studies Standards and will be seen in the following correlation.**

- (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.
- (\$) marks an indicator that addresses a personal finance topic
- ▲ indicators marked for the Kansas Social Studies Assessment
- ★ marks the K-4 indicators that are foundational for the 6th grade assessment

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Kansas Standards for History and Government; Economics and Geography	myWorld Social Studies ©2013 Kindergarten
<b>Kindergarten</b>	
<b>Civics-Government Kindergarten</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes rules and why they exist (e.g., home, classroom, playground).	<b>FC:</b> 10-11, 16-17 <b>SE:</b> 11, 17 <b>TG:</b> 8, 14
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes appropriate ways to behave in the classroom.	<b>FC:</b> 8-9, 10-11, 13 <b>SE:</b> 9, 11, 13 <b>TG:</b> 6, 8, 10
2. (K) identifies the characteristics of a friend and/or helpful classmate.	<b>FC:</b> 8-9 <b>SE:</b> 9 <b>TG:</b> 6
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) knows school authority figures and ways they establish order and provide safety in a school setting.	<b>FC:</b> 18-19 <b>SE:</b> 19 <b>TG:</b> 16
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (A) demonstrates good <i>citizenship</i> (e.g., sharing, listening, taking turns, and following rules).	<b>FC:</b> 8-9, 10, 12, 14, 16-17 <b>SE:</b> 9, 10, 17 <b>TG:</b> 6, 12, 14

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Kansas Standards for History and Government; Economics and Geography	myWorld Social Studies ©2013 Kindergarten
<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. ★(K) identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	<b>FC:</b> 18-19 <b>SE:</b> 19 <b>TG:</b> 16
<b>Economics Kindergarten</b>	
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 of Kansas and the United States living in an interdependent world.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) understands that a person cannot have everything he/she <i>wants</i> , so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).	<b>FC:</b> 33-34, 37-38, 40, 45-46 <b>SE:</b> 34, 38, 40, 46 <b>TG:</b> 32, 36, 44
2. (K) - (\$) explains what he/she gives up when a choice is made.	<b>FC:</b> 20-21, 45-46 <b>SE:</b> 21, 46 <b>TG:</b> 18, 44
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) - (\$) understands the use of money to purchase <i>goods</i> and <i>services</i> .	<b>FC:</b> 35-36, 37-38, 40 <b>SE:</b> 36, 38, 40 <b>TG:</b> 34, 36, 38
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) discusses the <i>benefits</i> of saving money.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>FC:</b> 43-44, 45-46 <b>SE:</b> 46 <b>TG:</b> 44
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
Kindergarten Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	

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Kansas Standards for History and Government; Economics and Geography	myWorld Social Studies ©2013 Kindergarten
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (A) - (\$) gives examples of types of jobs that he/she does within the family.	<b>FC:</b> 10-11, 15 <b>SE:</b> 11, 15 <b>TG:</b> 8, 12
<b>Geography Kindergarten</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. ★(A) identifies and correctly uses terms related to <i>location</i> , direction, and distance (e.g., up/down, left/right, near/far, here/there).	<b>FC:</b> 56-57, 60-61 <b>SE:</b> 57, 61 <b>TG:</b> 56, 60
2. ★(K) locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).	<b>FC:</b> 58, 68 <b>SE:</b> 59, 69 <b>TG:</b> 58, 68
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).	<b>FC:</b> 54-55, 56-57, 58-59, 60-61 <b>SE:</b> 55, 57, 59, 61 <b>TG:</b> 54, 56, 58, 60
<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (A) describes seasonal changes and how they affect an individual.	<b>FC:</b> 70-71, 72-73 <b>SE:</b> 71, 73 <b>TG:</b> 70, 72

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<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
Kindergarten Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) identifies ways people can maintain or improve the quality of their environment	<b>FC:</b> 74-75, 76 <b>SE:</b> 75, 76 <b>TG:</b> 74, 76
<b>Kansas, United States, and World History Kindergarten</b>	
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.	
<b>Benchmark 1:</b> The student understands the significance of important individuals and major developments in history.	
Kindergarten Knowledge and Application Indicators	
The student:	
1. (K) identifies and explains how tools and <i>technology</i> used in the home/school meet people's <i>needs</i> .	<b>FC:</b> 126-127 <b>SE:</b> 127 <b>TG:</b> 128
<b>Benchmark 2:</b> 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	
The student:	
1. (K) explains how each individual has a personal history.	<b>FC:</b> 104-105 <b>SE:</b> 105 <b>TG:</b> 106
2. ★(A) compares and contrasts his/her own life with life in a city and/or a rural <i>community</i> .	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>FC:</b> 104-105, 108-109, 112-113, 122-123, 124, 125 <b>SE:</b> 105, 109, 113, 123, 125, 128 <b>TG:</b> 106, 110, 114, 124, 126, 130

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<b>Kansas Standards for History and Government; Economics and Geography</b>	<b>myWorld Social Studies ©2013 Kindergarten</b>
<b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World history.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. (K) identifies family customs and traditions and explains their importance.	<b>FC:</b> 87-88, 89-90, 95-96, 100 <b>SE:</b> 88, 90, 96, 100 <b>TG:</b> 88, 90, 96, 100
2. (K) understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>FC:</b> 58, 91-92 <b>SE:</b> 59, 92 <b>TG:</b> 58, 92
3. (A) locates the state of Kansas using a map of the United States.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>FC:</b> 58 <b>SE:</b> 59 <b>TG:</b> 58
4. (K) recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>FC:</b> 24-25, 26-27 <b>SE:</b> 24, 25 <b>TG:</b> 22
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
Kindergarten Knowledge and/or Application Indicators	
The student:	
1. ★(K) places events in sequential order.	<b>FC:</b> 106, 108 <b>SE:</b> 107, 109 <b>TG:</b> 108, 110
2. (A) uses information to find main idea.	<b>FC:</b> 14-15 <b>SE:</b> 14-15 <b>TG:</b> 12
3. (K) scans historic photographs to gain information.	<b>FC:</b> 114 <b>SE:</b> 115 <b>TG:</b> 116
4. (A) asks questions, shares information, and discusses ideas about the past.	<b>FC:</b> 114 <b>SE:</b> 115 <b>TG:</b> 116



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Kansas Standards for History and Government; Economics and Geography	myWorld Social Studies ©2013 Grade 1
<b>First Grade</b>	
<b>Civics-Government First Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) discusses the need for rules in the family, school, and <i>community</i> with an understanding of both positive and negative consequences.	<b>SE:</b> 14-17, 24-27 <b>TG:</b> 7, 14, 15, 20
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies shared ideals within American <i>society</i> (e.g., truth, fairness, justice, loyalty, freedom).	<b>SE:</b> 19 <b>TG:</b> 9, 10, 136
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (A) demonstrates leadership qualities by taking on <i>responsibilities</i> in the classroom and home (e.g., line leader, passing out papers, keeping room clean).	<b>SE:</b> 30, 46 <b>TG:</b> T42, 18
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies <i>privileges</i> as <i>benefits</i> which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 18-20, 26 <b>TG:</b> 9, 10, 15

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<b>Kansas Standards for History and Government; Economics and Geography</b>	<b>myWorld Social Studies ©2013 Grade 1</b>
<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) recognizes that people can make rules and leaders can enforce rules.	<b>SE:</b> 25, 28-33 <b>TG:</b> 14, 17, 18, 20
<b>Economics First Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) understands individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes).	<b>SE:</b> 54-55, 56-57 <b>TG:</b> 38, 39
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i> .	<b>SE:</b> 52-53, 64-66, 68-69 <b>TG:</b> 33, 36, 46, 47, 49
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) discusses why people <i>save</i> money in a bank.	<b>SE:</b> 70-71, 80 <b>TG:</b> 50, 58
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
First Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	

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<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - ( <b>\$</b> ) understands that people have jobs to earn a <i>wage</i> .	<b>SE:</b> 52-53, 72-73, 74-75, 81 <b>TG:</b> 52, 54, 58
<b>Geography First Grade</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) describes the purposes of maps and globes (e.g., model of earth, representation of earth's features).	<b>SE:</b> 88, 90-91, 100 <b>TG:</b> 65, 67
2. (A) finds Kansas on a wall map.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 92 <b>TG:</b> 67
3. (A) makes a map to represent some <i>location</i> important to them.	<b>SE:</b> 95 <b>TG:</b> 65, 70
4. ★(K) locates major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean)	<b>SE:</b> 100-101, 102-103, 115 <b>TG:</b> 67, 72, 75, 76, 78
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) maps <i>physical</i> and <i>human features</i> of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 117

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<b>Kansas Standards for History and Government; Economics and Geography</b>	<b>myWorld Social Studies ©2013 Grade 1</b>
<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) observes and identifies local weather conditions and patterns.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 105
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
First Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies ways in which people depend on the physical environment to meet <i>needs</i> and <i>wants</i> (e.g., water, food, fuel).	<b>SE:</b> 104, 179-180 <b>TG:</b> 78, 138, 139
2. (K) describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).	<b>SE:</b> 106-107, 123-124, 150 <b>TG:</b> 78, 79, 93
3. (A) lists ways people can maintain or help the quality of their environment.	<b>SE:</b> 107 <b>TG:</b> 79
<b>Kansas, United States, and World History First Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the significance of important individuals and major developments in history.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (A) tells the story of an important person in his/her life.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 137, 180
2. ★(K) identifies the office of the president as the leader of the United States and identifies the first president and the current president.	<b>SE:</b> 34, 44 <b>TG:</b> 21

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<b>Benchmark 2:</b> 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	
The student:	
1. ★(K) - (\$) describes the <i>needs</i> of a family (e.g., food, shelter).	<b>SE:</b> 48-49, 50-51, 52, 78 <b>TG:</b> 33, 35, 36, 57
2. (K) describes the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 178
3. (A) compares at least two types of shelter used by families today (e.g., apartment, frame house, mobile home, duplex).	<b>SE:</b> 124, 134-135 <b>TG:</b> 35, 94, 102
4. ★(A) compares types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 179 <b>TG:</b> 139
5. ★(K) identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 179 <b>TG:</b> 139
6. ★(A) uses a timeline to share the history of a family (e.g., his/her own family, a family from literature).	<b>SE:</b> 168-169 <b>TG:</b> 130
<b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history	
.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes the United States flag, Pledge of Allegiance, and bald eagle as important national symbols.	<b>SE:</b> 15, 38-39, 40-41 <b>TG:</b> 6, 25, 26
2. (K) recognizes the Kansas flag and identifies the symbols on it (e.g., motto, stars, American Indians and buffalo, farmer plowing, pioneers and cabin, steamboat, etc.).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 38-39 <b>TG:</b> 25
3. (K) identifies some important United States national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day).	<b>SE:</b> 131, 136-137, 138-139, 151 <b>TG:</b> 99, 104, 105

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<b>Kansas Standards for History and Government; Economics and Geography</b>	<b>myWorld Social Studies ©2013 Grade 1</b>
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
First Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) puts events in chronological order.	<b>SE:</b> 162-163 <b>TG:</b> 122-123, 125, 127, 128, 141
2. ★(A) uses information to provide details to support a main idea in history.	<b>SE:</b> 16-17, 19, 31, 67, 75, 89, 90, 98, 101, 108-109, 112, 116, 130, 179 <b>TG:</b> 64, 68, 72, 76, 79, 80, 81, 83
3. (A) asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.	<b>SE:</b> 180 <b>TG:</b> 128, 136, 139

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Kansas Standards for History and Government; Economics and Geography	myWorld Social Studies ©2013 Grade 2
<b>Second Grade</b>	
<b>Civics-Government Second Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes that rules provide order and safety and benefit all school and <i>community</i> members.	<b>SE:</b> 14-15, 24-25, 26-27, <b>TG:</b> 6, 14, 15
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies and defines the characteristics of a good <i>citizen</i> (e.g., honesty, courage, <i>patriotism</i> , tolerance, respect).	<b>SE:</b> 14-15, 16-17 <b>TG:</b> 6, 7
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) recognizes that the United States <i>Constitution</i> is a written plan for the rules of <i>government</i> (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school).	<b>SE:</b> 10-21, 30-31 <b>TG:</b> 11, 19
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (A) discusses how <i>rights</i> and <i>privileges</i> change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom).	<b>SE:</b> 21, 22-23 <b>TG:</b> 11, 12

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<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) demonstrates leadership in the classroom.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 34-35, 36-37 <b>TG:</b> 22, 23
<b>Economics Second Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
Second Grade Knowledge and/or Application Indicators	
The student:	
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> .	<b>SE:</b> 50-51, 58 <b>TG:</b> 35, 41
2. (K) identifies examples of <i>producers</i> and <i>consumers</i>	<b>SE:</b> 58-59 <b>TG:</b> 41
3. ★(A) - (\$) identifies the <i>opportunity cost</i> of a choice (e.g., next best alternative not chosen).	<b>SE:</b> 57 <b>TG:</b> 39
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i> (e.g., <i>trade</i> with <i>barter</i> or money).	<b>SE:</b> 70 <b>TG:</b> 51
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) - (\$) explains the advantage of choosing to save or spend money that is earned or received.	<b>SE:</b> 74-75, 76-77 <b>TG:</b> 54, 55
2. ★(K) - (\$) defines a <i>budget</i> as a plan for <i>spending</i> and saving <i>income</i> .	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 74-75, 76-77 <b>TG:</b> 54, 55



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<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
Second Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - <b>(\$)</b> understands that people earn an <i>income</i> and sometimes <i>benefits</i> for the work they do and gives examples of different types of work within a <i>community</i> both today and in the past.	<b>SE:</b> 50, 58 <b>TG:</b> 35, 41
2. ★(K) - <b>(\$)</b> knows that a decision-making process can help people make <i>spending</i> and saving decisions.	<b>SE:</b> 51, 52-53, 54-55 <b>TG:</b> 35, 36
<b>Geography Second Grade</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) makes and uses maps to represent and locate familiar <i>places</i> within cities and Kansas (e.g., title, symbols, <i>legend</i> , <i>compass rose</i> , cardinal directions, grid system).	<b>SE:</b> 36-37, 88-89, 90-91, 94-95, 96-99, 102-103, 106-107, 122-123, <b>TG:</b> 23, 65, 67, 70, 72-73, 76, 92, 79
2. ★(K) identifies and correctly uses terms: North, South, East, West.	<b>SE:</b> 92-93, 122-123 <b>TG:</b> 68, 92
3. ★(K) locates major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).	<b>SE:</b> 36-37, 88-89, 90-91, 94-95, 96-99, 102-103, 172-173 <b>TG:</b> 23, 65, 67, 70, 72-73, 76, 133
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) identifies physical and human changes that have taken place over time in the local <i>region</i> (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses).	<b>SE:</b> 106-107, 111, 116, 118-119, 120, 164-165 <b>TG:</b> 79, 82, 87, 89, 90, 126

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<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (K) describes how weather affects environment (e.g., deciding when crops are planted and harvested, lack of rain causes drought, early freeze kills plants).	<b>SE:</b> 60, 104-105, 106-107, 111 <b>TG:</b> 42, 78, 79, 82
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) identifies the past and present settlement or development patterns of his/her <i>community</i> or local area.	<b>SE:</b> 164 <b>TG:</b> 126
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) describe how <i>physical systems</i> influence people and their activities.	<b>SE:</b> 108-109, 110-111 <b>TG:</b> 81, 82
<b>Kansas, United States, and World History Second Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the significance of important individuals and major developments in history.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).	<b>SE:</b> 119, 120-121 <b>TG:</b> p. 89, 90
2. ★(A) compares and contrasts the ways people communicate with each other past and present.	<b>SE:</b> 118 <b>TG:</b> 89
3. ★(A) identifies important innovations made in the past that influence today (e.g., Wright Brothers – airplane; Henry Ford – automobile; Ancient China – irrigation, paper; Inca – highways to connect cities).	<b>SE:</b> 184-185, 186-187, 192 <b>TG:</b> 142, 143, 148

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4. ★(K) recognizes the impact of contributions made by leaders past and present.	<b>SE:</b> 142-143, 178-179, 190-191, 192-193 <b>TG:</b> 108, 137, 147, 148
<b>Benchmark 2:</b> 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	
The student:	
1. ★(A) compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.	<b>SE:</b> 172-173, 174-175 <b>TG:</b> 133, 134
2. ★(A) defines <i>immigration</i> and gives past and present examples from Kansas.	<b>SE:</b> 182-183, 194 <b>TG:</b> 140, 150
3. ★(K) defines history as the story of the past.	<b>SE:</b> 162-163 <b>TG:</b> 125
<b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes the importance of the <u>Declaration of Independence</u> and the <u>Star Spangled Banner</u>	<b>SE:</b> 39, 142 <b>TG:</b> 25, 108
2. (A) locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill).	<b>SE:</b> 40-41, 88-89, 182-183 <b>TG:</b> 26, 65, 140
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
Second Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) creates and uses timelines.	<b>SE:</b> 166-167, 170-171 <b>TG:</b> 128, 129
2. (A) locates information using both <i>primary</i> and <i>secondary sources</i> .	<b>SE:</b> 168-169 <b>TG:</b> 130
3. ★(A) uses information to understand cause and effect.	<b>SE:</b> 112-113 <b>TG:</b> 84
4. (A) compares and contrasts to draw conclusions.	<b>SE:</b> 138-139 <b>TG:</b> 105
5. (A) uses research skills (e.g., discusses ideas; formulates broad and specific questions; finds and selects information with help; records, organizes and shares information).	<b>SE:</b> 168-169, 170-171 <b>TG:</b> 130-131

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<b>Third Grade</b>	
<b>Civics-Government Third Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) explains the purpose of rules and laws and why they are important in a <i>community</i> .	<b>SE:</b> 126, 130, 164-165 <b>TG:</b> 55, 89, 91, 116
2. (K) explains the necessity of rules in order to provide public safety in a free and orderly society.	<b>SE:</b> 164-165 <b>TG:</b> 89, 116
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) understands that <i>civic values</i> are influenced by people's beliefs and <i>needs</i> (e.g., need for safety, health, and well-being).	<b>SE:</b> 168-169, 170-171, 176-177, 178-179, 184 <b>TG:</b> 120, 121, 126, 127
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
Third Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes that <i>citizenship</i> has <i>rights, privileges,</i> and <i>civic responsibilities</i> (e.g., <i>community service,</i> voting, treating others with respect).	<b>SE:</b> 41, 160-161, 162-163, 182, 185 <b>TG:</b> 114, 115, 131
2. (K) understands the importance of communicating ideas to community leaders (e.g., expressing the need for a new city park, expressing concern over a landfill, requesting recycling programs).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 150-151 <b>TG:</b> 105, 166

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<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) defines <i>government</i> as people or groups who make, apply, and enforce rules and laws for others within a family, school, or <i>community</i> .	<b>SE:</b> 130-131, 152-154 <b>TG:</b> 91
2. (K) identifies people or groups who make, apply, and enforce rules or laws within a family, school, or community (e.g., parent/guardian, police, mayor, governor, president).	<b>SE:</b> 144-146, 149 <b>TG:</b> 100, 101, 102
<b>Economics Third Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) knows that there are not enough available resources to satisfy all <i>wants</i> for <i>goods</i> and <i>services</i> .	<b>SE:</b> 227, 228-231 <b>TG:</b> 164, 165, 166
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) identifies and gives examples of markets that occur when buyers and sellers exchange <i>goods</i> and <i>services</i> in the <i>community</i> .	<b>SE:</b> 222-223, 224-225, 240-241, 244 <b>TG:</b> 161, 162, 176
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - ( <b>\$</b> ) knows that when <i>borrowing</i> money the <i>consumer</i> is receiving <i>credit</i> that must be repaid.	<b>SE:</b> 249 <b>TG:</b> 179
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) - ( <b>\$</b> ) lists <i>goods</i> and <i>services</i> in the <i>community</i> that are paid for by taxes (e.g., roads, parks, schools, fire protection).	<b>SE:</b> 145, 250 <b>TG:</b> 89, 101, 180

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<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) - ( <b>\$</b> ) analyzes how <i>needs</i> and <i>wants</i> are met through <i>spending</i> and saving decisions.	<b>SE:</b> 228, 247 <b>TG:</b> 178
2. ★(K) - ( <b>\$</b> ) identifies consequences of <i>borrowing</i> and <i>lending</i> .	<b>SE:</b> 249 <b>TG:</b> 179
3. ★(A) - ( <b>\$</b> ) gives an example of <i>income</i> and how the money was spent or saved.	<b>SE:</b> 250 <b>TG:</b> 180
<b>Geography Third Grade</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) applies <i>geographic tools</i> , including grid systems, symbols, <i>legends</i> , <i>scales</i> and a <i>compass rose</i> to construct and interpret maps.	<b>SE:</b> 24-31, 39, 53, 58-59, 61, 82, 90, 93, 99, 104, 108, 112, 193, 200-202, 205, 268 <b>TG:</b> 12, 13, 14, 15, 33, 37, 29, 56, 62, 63, 74, 145, 147, 195
2. (A) uses a data source as a tool (e.g., graphs, charts, tables).	<b>SE:</b> 62, 150, 252-253, 274, 294-295 <b>TG:</b> 40, 182
3. ★(A) identifies and gives examples of the difference between political and <i>physical features</i> on a map.	<b>SE:</b> 28-29, 39 <b>TG:</b> 14
4. ★(K) locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).	<b>SE:</b> 46-47, 53, 74, 93, 206 <b>TG:</b> 13, 29
5. (A) compares characteristics of urban, suburban, and rural areas.	<b>SE:</b> 12, 32-37, 40-41 <b>TG:</b> 3, 4, 18, 19, 20
6. ★(A) discusses reasons for the particular <i>locations</i> in a <i>community</i> are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 32-37, 40-41 <b>TG:</b> 18, 19, 20
7. ★(K) locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring cities, his/her county seat).	<b>SE:</b> 30-31, 39 <b>TG:</b> 13, 15, 16

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<b>Benchmark 2: Places and Regions:</b> The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) identifies the physical characteristics of the local <i>community</i> (e.g., landforms, bodies of water, <i>natural resources</i> , weather, seasons).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 12, 19, 46-55 <b>TG:</b> 4, 7, 29, 31, 45
<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) compares various <i>ecosystems</i> in the <i>community</i> (e.g., <i>locations</i> and characteristics of plant and animal life).	<b>SE:</b> 56-57 <b>TG:</b> 35
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) examines how people in their <i>community</i> interact with people in other communities in Kansas.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 33, 35, 36 <b>TG:</b> 18
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) discusses the consequences of human modifications in their <i>community</i> on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).	<b>SE:</b> 70-73, 75 <b>TG:</b> 46-47, 49
2. ★(K) identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel <i>consumption</i> , clothing, recreation, jobs, <i>resource</i> availability).	<b>SE:</b> 16-17, 68-69 <b>TG:</b> 6, 45

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<b>Kansas, United States, and World History Third Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the significances of important individuals and major developments in history.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (A) researches the contributions of historical and current day individuals significant in his/her <i>community</i> .	<b>SE:</b> 294-295 <b>TG:</b> 54, 213
<b>Benchmark 2:</b> 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	
The student:	
1. ★(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).	<b>SE:</b> 19, 32-37 <b>TG:</b> 6-7, 18-20
2. ★(A) retells the history of the community using local documents or <i>artifacts</i> .	<b>SE:</b> 20 <b>TG:</b> 8
<b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. (K) explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Christmas, Cinco de Mayo, Hanukkah, Kwanzaa, Lunar New Year, Ramadan, St. Lucia, St. Patrick's Day).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 19, 282-287 <b>TG:</b> 205-207
2. (K) locates and explains the importance of landmarks and historical sites within the local <i>community</i> or his/her region of Kansas.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 20 <b>TG:</b> 8
3. (A) describes various <i>cultures</i> by studying dance, music, <i>folklore</i> , and arts of <i>ethnic groups</i> within his/her community or <i>region</i> of Kansas.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 276-293 <b>TG:</b> 193, 195, 205, 206, 207



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<b>Benchmark 4:</b> The student engages in historical thinking skills.	
Third Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) creates and uses timelines to illustrate a <i>community's</i> history.	<b>SE:</b> 88-89, 96-97 <b>TG:</b> 60, 66
2. (A) locates information about communities from a variety of sources.	<b>SE:</b> 20, 294-295 <b>TG:</b> 213
3. (A) uses information to frame important historical questions.	<b>TG:</b> 68, 71, 115, 121, 205
4. ★(A) observes and draws conclusions in his/her own words.	<b>TG:</b> 134, 138, 139, 144, 147, 148, 153, 154, 161, 164, 196, 201, 202, 203, 206, 207, 209
5. (A) identifies and compares information from <i>primary</i> and <i>secondary sources</i> .	<b>SE:</b> 196-197 <b>TG:</b> 141
6. (A) uses research skills (e.g., selects relevant information, organizes and shares information in his/her own words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information, and records information).	<b>SE:</b> 294-295 <b>TG:</b> 64, 66, 78, 122, 128, 155, 213

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<b>Fourth Grade</b>	
<b>Civics-Government Fourth Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) evaluates rules and laws using two basic criteria: the law or rule serves the <i>common good</i> , the law or rule must be possible to follow.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 74-77 <b>TG:</b> 58, 65, 68
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) defines shared ideals across <i>regions</i> in the United States (e.g., the right to vote, freedom of religion and speech, concern for <i>general welfare</i> , consent of the governed).	<b>SE:</b> 81, 92, 93, 98-99, 101 <b>TG:</b> 61, 70
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) recognizes the United States <i>Constitution</i> as the document that defines the <i>rights and responsibilities</i> of <i>citizens</i> in the United States.	<b>SE:</b> 82-83, 100 <b>TG:</b> 62
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) determines how people can participate in <i>government</i> and why it is important (e.g., jury duty, voting, running for office, <i>community service</i> ).	<b>SE:</b> 94-95 <b>TG:</b> 71
2. (K) recognizes how individuals have a civic <i>responsibility</i> for meeting the needs of <i>communities</i> (e.g., responding to disasters with donations and volunteering, recycling).	<b>SE:</b> 94-95, 100 <b>TG:</b> 71

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<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
Fourth Grade Knowledge and Application Indicators	
The student:	
1. (K) describes the function of state <i>governments</i> (e.g., establish law for the state, provide public service, provide public safety).	<b>SE:</b> 79, 90 <b>TG:</b> 57-58, 60, 68
2. ★(K) defines capital as the location of state and national government.	<b>SE:</b> 90
3. (K) defines capitol as the building in which government is located.	<b>SE:</b> 91
<b>Economics Fourth Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) - <b>(\$)</b> knows that every <i>spending</i> and saving decision has an <i>opportunity cost</i> .	<b>SE:</b> 107, 120, 122-123 <b>TG:</b> 92
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., land resources [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]).	<b>SE:</b> 17, 32, 109 <b>TG:</b> 16, 17, 82
3. ★(A) traces the production, <i>distribution</i> , and <i>consumption</i> of a particular good in the state or <i>region</i> .	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 109, 116-117, 195, 196, 191, 239 <b>TG:</b> 145, 193
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).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 21, 109, 146-149, 195-198, 231-232, 258, 276, 308, 309-311 <b>TG:</b> 17, 170, 228

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<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - (\$) defines the characteristics of an <i>entrepreneur</i> and gives an example of someone who shows those characteristics (e.g., risk taker, innovator, gets together all <i>resources</i> needed to produce a product).	<b>SE:</b> 102-105, 117 <b>TG:</b> 78, 88
<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) defines <i>market economy</i> as an <i>economic system</i> in which buyers and sellers make major decisions about <i>production</i> and <i>distribution</i> , based on <i>supply</i> and <i>demand</i> .	<b>SE:</b> 108 <b>TG:</b> 82
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
Fourth Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) - (\$) discusses ways workers can improve their ability to earn <i>income</i> by gaining new knowledge, skills, and experience.	<b>SE:</b> 124, 134 <b>TG:</b> 93
2. ★(A) analyzes the <i>costs</i> and <i>benefits</i> of making a choice.	<b>SE:</b> 122 <b>TG:</b> 90, 92

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<b>Geography Fourth Grade</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) applies <i>geographic tools</i> , including grid systems, symbols, <i>legends</i> , <i>scales</i> , and a <i>compass rose</i> to construct and interpret maps.	<b>SE:</b> SSH10, SSH13, SSH14, SSH18, SSH19, SSH20, 6, 11, 14, 16-17, 27, 40, 50, 52, 141, 143, 149, 159, 168, 181-182, 186-187, 190, 197-198, 213, 221-222, 231, 255-256, 258, 263, 269, 287, 295-296, 306-307, 310, 315 <b>TG:</b> SSH2, SSH3, SSH4, SSH6, SSH7, 7, 10, 12-14, 21, 32, 39, 106-107, 111, 118, 125, 135-136, 138, 142, 146, 164-165, 171, 189-191, 218-219, 226, 228, 232
2. (A) uses a data source as a tool (e.g., graphs, charts, tables).	<b>SE:</b> 7, 13, 60, 88, 90, 109, 112-113, 116, 184, 188, 229, 242, 279, 280, 282, 302, 312 <b>TG:</b> 7, 11, 46, 67, 68, 82, 85, 88, 141, 205, 208, 222, 230
3. ★(A) identifies and give examples of the difference between political and <i>physical features</i> within a <i>region</i> .	<b>SE:</b> SSH16, SSH17, 6-8, 141, 143, 181-182, 221-222, 255-256, 295-296 <b>TG:</b> SSH5, 7, 8, 106, 107, 135, 136, 164, 165, 189, 190, 218, 219
4. ★(K) identifies major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, <i>peninsulas</i> , rivers, oceans).	<b>SE:</b> SSH17, 4-8, 141-145, 180-182, 220-222, 247, 254-255, 286-287, 294-299, 300-303, 327 <b>TG:</b> SSH5, 6, 7, 8, 25, 106, 107, 108, 135, 136, 164, 165, 169, 189, 218, 219, 220, 222, 223
5. ★(K) locates major physical and <i>political features</i> of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, Kansas River, Arkansas River, Atlanta, Grand Canyon, Gulf of California, Mt. McKinley, Puerto Rico, Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, San Francisco, Dallas, Phoenix, Seattle, Everglades, Yellowstone National Park, Niagara Falls, Mississippi River).	<b>SE:</b> SSH10, SSH12, 8, 141, 143, 168, 173, 182, 186-187, 221-222, 256, 295-296, 315 <b>TG:</b> SSH2, SSH3, 8, 106, 107, 125, 136, 138, 139, 165, 190, 218, 232

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<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies and describes the physical components of Earth's atmosphere, land, water, <i>biomes</i> (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats).	<b>SE:</b> 10-15, 142-143, 180-182, 185, 188-189, 212-213, 223, 262-267, 286, 300-303, 326-327 <b>TG:</b> 10, 11, 12, 107, 132, 135, 140, 141, 165, 195, 196, 197, 212, 222
2. (A) explains features and patterns of Earth's surface in terms of <i>physical processes</i> (e.g., weathering, erosion, water cycle, soil formation, mountain building).	<b>SE:</b> 12, 31, 144, 220, 222, 257, 296, 299, 326 <b>TG:</b> 11, 108, 165, 190
3. (A) explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between <i>flora</i> and <i>fauna</i> and the environment).	<b>SE:</b> 188, 195, 224-225, 228-229, 233, 265, 280-281, 303-305 <b>TG:</b> 141, 145, 170, 196, 207, 223, 224
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(K) describes the types and characteristics of political units (e.g., city, county, state, country).	<b>SE:</b> 86-91 <b>TG:</b> 66, 67, 68
2. (K) identifies conditions that determine the <i>location</i> of human activities (e.g., <i>resources</i> , population, transportation, and <i>technology</i> ).	<b>SE:</b> 18-19, 21, 24, 145, 194, 276-279, 283, 286, 289, 298, 310-311, 314, 318-321, 327-328 <b>TG:</b> 16, 17, 20, 108, 145, 208, 212, 220, 229, 232, 234, 236, 241

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<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interaction between human and physical systems.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) examines <i>natural resource</i> challenges and ways people have developed solutions as they use <i>renewable</i> and nonrenewable <i>resources</i> (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels).	<b>SE:</b> 22-23, 27-29, 148-149, 184, 198, 233, 280-285, 308, 313, 324-325, 328 <b>TG:</b> 18, 21, 22, 111, 137, 147, 172, 191, 204, 205, 207, 208, 209, 228, 230, 238
<b>Kansas, United States, and World History Fourth Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the significance of important individuals and major developments in history.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Robert Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 195 <b>TG:</b> 193
1. (K) uses traditional stories from <i>regions</i> of the United States to help define the region.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>TG:</b> 102, 131, 163, 188, 214
3. ★(K) describes the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. Long).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 235-236 <b>TG:</b> 174-175
4. (K) describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 242-243 <b>TG:</b> 179
5. (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. <i>migration</i> ).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>TG:</b> 193
6. (K) describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 52 <b>TG:</b> 193

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<b>Benchmark 2:</b> The student understands the importance of experiences of groups of people who have contributed to the richness of heritage.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) compares the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 236-237 <b>TG:</b> 175
2. ★(K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 236-237 <b>TG:</b> 175
<b>Benchmark 3:</b> The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) explains the origin of the name "Kansas."	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>TG:</b> 193
2. (K) describes the history of the Kansas state song, "Home on the Range."	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>TG:</b> 193
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
Fourth Grade Knowledge and/or Application Indicators	
The student:	
1. ★(A) creates and uses historical timelines (e.g., time periods, <i>eras</i> , decades, centuries).	<b>SE:</b> 44-47, 64-65, 160-161 <b>TG:</b> 34, 35, 49
2. ★(A) develops a thesis statement around a historical question.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 34 <b>TG:</b> 193
3. ★(K) understands the difference between <i>inferred information</i> and <i>observed information</i> .	<b>SE:</b> 13, 27, 185, 191, 272, 275, 277 <b>TG:</b> 37, 41, 45, 46, 50, 57, 67, 70, 72, 82, 88, 92, 95, 96, 103, 114, 119, 125, 132, 136, 137, 146, 151, 191, 199, 220
4. ★(A) identifies and compares information from <i>primary</i> and <i>secondary sources</i> (e.g., photographs, diaries/journals, newspapers, historical maps).	<b>SE:</b> 84-85 <b>TG:</b> 63, 192



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<p>5. ★(A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of <i>sources</i>; locates, evaluates, organizes, records and shares relevant information in both oral and written form).</p>	<p><b>SE:</b> 260-261 <b>TG:</b> 186, 192-193</p>

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<b>Fifth Grade</b>	
<b>Civics-Government Fifth Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) understands laws must be followed by those in authority as well as those who are governed (limited government).	<b>SE:</b> SSH31 <b>TG:</b> SSH14, 148-149
2. (K) defines the <i>rule of law</i> as a legal principle that is easily understood, and can be applied to all, including those who are rule makers.	<b>SE:</b> SSH31, 211 <b>TG:</b> SSH14, 152
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) describes the principles contained in the Declaration of Independence and the <i>Constitution</i> of the United States including the Bill of Rights (e.g., right to question the <i>government</i> , having a voice in government through representation).	<b>SE:</b> SSH28-31, 160-165, 183, 200-201, 204-205, 207-209, 210-219, RO-R26 <b>TG:</b> SSH13-14, 117-119, 131, 145, 148, 152-157, R1-R14
2. (K) compares how the <i>Magna Carta</i> , <i>Mayflower Compact</i> , <i>Articles of Confederation</i> and other similar documents influenced the development of American constitutional government.	<b>SE:</b> 80-81, 98-99, 188-189, 202-203 <b>TG:</b> SSH13-14, 60, 72, 137
3. (A) explains the basic ideals of the American <i>republican</i> system (e.g., liberty, justice, equality of opportunity, human dignity).	<b>SE:</b> 162-163 <b>TG:</b> 118
4. ▲ (K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).	<b>SE:</b> 140-143, 146, 161-163, 166-169, 182, 196-197, 204-205 <b>TG:</b> 103-104, 107, 117-118, 121-122, 131, 143, 148

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<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) defines <i>federalism</i> as a system of <i>government</i> in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power.	<b>SE:</b> SSH30, 202-205 <b>TG:</b> SSH14, 146, 148
2. (K) defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve).	<b>SE:</b> SSH29, SSH31, 200-201, 207, 211 <b>TG:</b> SSH13-14, 145, 149, 152
3. (K) describes how the United States <i>Constitution</i> supports the principle of majority rule, but also protects the <i>rights</i> of the minority.	<b>SE:</b> 199 <b>TG:</b> 144
4. ▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).	<b>SE:</b> SSH29, 201 <b>TG:</b> SSH13, 145
5. (K) identifies the key ideas of the Preamble.	<b>SE:</b> 200, 210-211 <b>TG:</b> 145, 152
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) understands that <i>rights</i> are personal, political and economic (e.g., personal: privacy, speech, <i>religion</i> ; political: holding public office, voting; economic: employment, owning property, <i>copyrights</i> and <i>patents</i> ).	<b>SE:</b> 106-107, 205, 208-209 <b>TG:</b> 79, 148, 150
2. (K) understands that <i>privileges</i> require qualifications (e.g., driving: pass exam, age requirement; running for office: age requirement, must be a United States <i>citizen</i> , residency).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> SSH32-35, 410-411 <b>TG:</b> SSH16, 293
3. (K) Recognizes that <i>rights</i> require <i>responsibilities</i> of <i>citizenship</i> (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service).	<b>SE:</b> SSH34-35 <b>TG:</b> SSH15-16
4. (K) examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> SSH34-35 <b>TG:</b> SSH15-16

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<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
Fifth Grade Knowledge and/or Application Indicators	
<i>This benchmark will be taught at another grade level.</i>	
<b>Economics Fifth Grade</b>	
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.	
<b>Benchmark 1:</b> The student understands how limited resources require choices.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) explains how <i>scarcity</i> of <i>resources</i> requires individuals, communities, states, and nations to make choices about <i>goods</i> and <i>services</i> (e.g., what food to eat, type of housing to live in, how to use land).	<b>SE:</b> SSH20-21, SSH23, 455 <b>TG:</b> SSH7, SSH8, 326
2. (A) determines how unlimited <i>wants</i> and limited resources lead to choices that involve <i>opportunity costs</i> .	<b>SE:</b> SSH23, 396-397, 402-403 <b>TG:</b> SSH8, 284, 288
3. (K) describes how <i>specialization</i> results in increased <i>productivity</i> (e.g., when each person in a city specializes in producing one product and then sells or <i>trades</i> with each other, there is more produced than if everyone tried to make everything they need for themselves).	<b>SE:</b> SSH27, 116-117, 458-459 <b>TG:</b> SSH10, 85, 329
4. (A) gives examples of <i>economic interdependence</i> at either the local, state, regional, or national level. (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides).	<b>SE:</b> 270 <b>TG:</b> 195
<b>Benchmark 2:</b> The student understands how the market economy works in the United States.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) defines <i>supply</i> as the quantity of <i>resources</i> , <i>goods</i> , or <i>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> .	<b>SE:</b> SSH20-21 <b>TG:</b> SSH7
2. ▲ (K) identifies factors that change supply or <i>demand</i> 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).	<b>SE:</b> 266-273, 394-395, 398-399, 400, 458-459, 470, 483 <b>TG:</b> 193-196, 282, 286, 287, 329, 336, 345
3. (K) describes how changes in supply and demand affect prices of specific products.	<b>SE:</b> SSH21, 398-399, 466-467 <b>TG:</b> SSH8, 286, 334

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<b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn <i>interest</i> and where people <i>borrow</i> money and pay interest.	<b>SE:</b> SSH24 <b>TG:</b> SSH10
2. (A) - (\$) gives examples of how positive and negative <i>incentives</i> affect people's behavior (e.g., laws: Stamp Act, Sugar Act; <i>profit</i> ; product <i>price</i> ; indentured servant).	<b>SE:</b> 85, 144-146, 193 <b>TG:</b> 62, 106-107, 139
3. (K) recognizes barriers to <i>trade</i> among people across nations (e.g., <i>quotas</i> , <i>tariffs</i> , boycotts, geography).	<b>SE:</b> 146-147, 470 <b>TG:</b> 107, 336
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) - (\$) describes <i>revenue</i> sources for different levels of <i>government</i> (e.g., personal <i>income</i> taxes, property taxes, sales tax, <i>interest</i> , bonds).	<b>SE:</b> SSH32 <b>TG:</b> SSH14
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. ▲ (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending</i> , <i>saving</i> , or <i>borrowing</i> decision.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> SSH24, 89 <b>TG:</b> SSH10, 64
2. (K) - (\$) recognizes that <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i> .	<b>SE:</b> SSH26-27 <b>TG:</b> SSH11

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<b>Geography Fifth Grade</b>	
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.	
<b>Benchmark 1: Geographic Tools and Location:</b> The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) explains and uses map titles, symbols, cardinal directions and intermediate directions, <i>legends, latitude</i> and <i>longitude</i> .	<b>SE:</b> SSH12-SSH19, 5, 13, 34, 37, 41, 47, 48, 54-55, 66, 70, 75, 82, 91, 104, 112, 115, 130, 132, 152, 158, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290, 306, 309, 331, 333, 352, 354, 377, 405, 452, 456, 478, 492-493, 509, 511, 523, 526, 541-542, 549, 553, 561, 564, 585, 608, 610, 612, 618, 624 <b>TG:</b> SSH3-SSH6, 6, 28, 29, 31, 41, 51, 53, 56, 61, 67, 83, 84, 95, 96, 112, 115, 117, 122, 123, 126, 139, 172, 178, 179, 195, 200, 203, 208, 221, 222, 237, 238, 253, 254, 261, 264, 269, 290, 327, 337, 342, 353, 364, 365, 373, 375, 386, 387, 392, 395, 400, 402, 418, 435, 436, 437, 442, 446
2. ▲ (K) locates major physical and <i>political features</i> of Earth from memory (e.g., ▲Boston, ▲Philadelphia, ▲England, ▲France, ▲Italy, ▲Spain, ▲North America, ▲Atlantic Ocean, ▲Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).	<b>SE:</b> SSH12-SSH19, 5, 13, 34, 37, 41, 47, 48, 54-55, 66, 70, 75, 82, 91, 104, 112, 115, 130, 132, 152, 158, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290, 306, 309, 331, 333, 352, 354, 377, 405, 452, 456, 478, 492-493, 509, 511, 523, 526, 541-542, 549, 553, 561, 564, 585, 608, 610, 612, 618, 624 <b>TG:</b> SSH3-SSH6, 6, 28, 29, 31, 41, 51, 53, 56, 61, 67, 83, 84, 95, 96, 112, 115, 117, 122, 123, 126, 139, 172, 178, 179, 195, 200, 203, 208, 221, 222, 237, 238, 253, 254, 261, 264, 269, 290, 327, 337, 342, 353, 364, 365, 373, 375, 386, 387, 392, 395, 400, 402, 418, 435, 436, 437, 442, 446
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., <i>location, climate, and resources</i> )	<b>SE:</b> 104-105, 112-113 <b>TG:</b> 78, 83

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2. (K) identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, <i>religion</i> , customs, <i>government</i> , agriculture, industry, and architecture).	<b>SE:</b> 106-119, 120-127 <b>TG:</b> 79-86, 88-91
<i>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.</i>	
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, water power, forests, solar and wind power).	<b>SE:</b> 396-397, 401, 427, 472-473 <b>TG:</b> 284, 287, 305, 337
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) explains reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i> , <i>government</i> policies).	<b>SE:</b> 4-5, 252-253, 276-291, 352-353, 360-361, 404-405, 463, 464, 467, 473, 576-577, 622 <b>TG:</b> 6, 182, 201-203, 205-208, 253, 259, 290, 331, 332, 334, 337, 412, 445
2. (A) identifies the <i>push-pull factors</i> (causes) of human migration (e.g., push: war, famine, lack of economic <i>opportunity</i> ; pull: religious freedom, economic opportunity, joining family or friends).	<b>SE:</b> 30-35, 38-41, 44-51, 80-81, 252-253, 270-273, 286-293, 352-353, 354-355, 360, 384, 406 <b>TG:</b> 25, 30-31, 35-38, 60, 182, 195-196, 206-208, 210, 253, 254-256, 259, 276, 291
3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, <i>acculturation</i> ; <i>diffusion</i> of ideas, diseases, crops and <i>culture</i> ).	<b>SE:</b> 30-35, 38-41, 44-51, 80-81, 252-253, 270-273, 286-293, 352-353, 354-355, 360, 384, 406 <b>TG:</b> 25, 30-31, 35-38, 60, 182, 195-196, 206-208, 210, 253, 254-256, 259, 276, 291

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4. (K) describes factors that influence and change the <i>location</i> and <i>distribution</i> of economic activities (e.g., <i>resources</i> , <i>technology</i> , transportation and government).	<b>SE:</b> 30-35, 38-41, 44-51, 80-81, 252-253, 266-273, 352-353, 354-355, 360, 384, 406, 575, 578-579, 624-627 <b>TG:</b> 25, 30-31, 35-38, 60, 128, 182, 193-196, 210, 253, 254-256, 259, 276, 291, 411, 413, 447
5. (A) understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation).	<b>SE:</b> 12-13, 50-53, 54-55, 56, 57, 66-67, 70-71, 75, 80-81, 82-83, 86-87, 106-111, 130-135, 146-147, 152-157, 179, 205-208, 242-243, 249-251, 276-277, 284-293, 306-313, 342-343, 366-373, 379, 464, 628-629 <b>TG:</b> 12, 38, 40, 41, 42, 51, 53, 56, 60, 61, 63, 79-81, 95-97, 107, 113-114, 175, 179, 180, 200, 221-224, 244, 263-266, 270, 332, 448
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present).	<b>SE:</b> 366-367, 368-369, 370-371, 372-373, 400-401, 427, 596 <b>TG:</b> 263, 264, 265, 266, 287, 305, 425
2. (K) identifies the relationship between the acquisition and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., compass for navigation, water power, steel plow).	<b>SE:</b> 30-37, 38-41, 44-51, 80-81, 252-253, 266-273, 352-353, 354-355, 360, 384, 398-403, 406, 426-427 <b>TG:</b> 25, 29-31, 35-38, 60, 128, 182, 193-196, 210, 253, 254-256, 259, 276, 286-288, 291, 305
<b>Kansas, United States, and World History Fifth Grade</b>	
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.	
<b>Benchmark 1:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. ▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo <i>cultures</i> in the period from 1700-1820).	<b>SE:</b> 6-7, 8-9, 12-13, 16-17 <b>TG:</b> 7, 8, 12, 13, 14



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2. (A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).	<b>SE:</b> 6-7, 8-9, 12-13, 16-17 <b>TG:</b> 7, 8, 12, 13, 14
3. ▲ (A) compares the motives and <i>technology</i> that encouraged European exploration of the Americas (e.g., motives: <i>trade</i> , expansion, wealth, discovery; technology: improved ship building, sextant, cartography).	<b>SE:</b> 18-19, 20-21, 22-23, 24-25 <b>TG:</b> 16, 17, 18, 19
4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).	<b>SE:</b> 46, 49, 50 <b>TG:</b> 36, 37, 38
<b>Benchmark 2:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).	<b>SE:</b> 66-67, 68-69, 84-85, 86-87, 90-91, 92-93, 94-95 <b>TG:</b> 51, 52, 62, 63, 67, 68, 69
2. (A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations).	<b>SE:</b> 66-67, 68-69, 84-85, 86-87, 90-91, 92-93, 94-95 <b>TG:</b> 51, 52, 62, 63, 67, 68, 69
3. ▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, <i>trade</i> ).	<b>SE:</b> 106-107, 108-109, 110-111, 112-113 <b>TG:</b> 79, 80, 81, 83
4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view.	<b>SE:</b> 130-131, 132-133, 134-135 <b>TG:</b> 95, 96, 97
5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).	<b>SE:</b> 84-85, 116-117, 120-121, 122-123, 124-125, 126-127 <b>TG:</b> 62, 85, 88, 89, 90, 91

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6. (K) explains the causes and effects of the French and Indian War on the American Revolutionary period.	<b>SE:</b> 130-131, 132-133, 134-135 <b>TG:</b> 95, 96, 97
7. (K) explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts). .	<b>SE:</b> 66-67, 68-69, 84-85, 86-87, 106-111 <b>TG:</b> 51, 52, 62, 63, 79-81
<b>Benchmark 3:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. ▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).	<b>SE:</b> 134-135, 144-146, 154-155, 193 <b>TG:</b> 97, 106-107, 113, 193
2. (K) explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty).	<b>SE:</b> 154-155 <b>TG:</b> 113
3. (A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown).	<b>SE:</b> 152-153, 154-155, 156-157, 158-159, 160-161 <b>TG:</b> 112, 113, 114, 115, 117
4. (K) discusses the international support for the American Revolution (e.g., French, Lafayette).	<b>SE:</b> 174-175 <b>TG:</b> 126
5. (K) discusses the strengths and weaknesses of the <i>Articles of Confederation</i> .	<b>SE:</b> 189, 190-191, 202-203 <b>TG:</b> 137, 138, 146
6. ▲ (K) describes how the Constitutional Convention led to the creation of the United States <i>Constitution</i> (e.g., Great Compromise, Three-Fifths Compromise).	<b>SE:</b> 196-197, 198-199 <b>TG:</b> 143, 144
1. (K) recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits).	<b>SE:</b> 226-231 <b>TG:</b> 164-166

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8. (K) explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787).	<b>SE:</b> 192-193, 236-237 <b>TG:</b> 139, 171
<b>Benchmark 4:</b> The student engages in historical thinking skills.	
Fifth Grade Knowledge and/or Application Indicators	
The student:	
1. ▲ (A) uses historical timelines to trace the cause and effect relationships between events in different <i>places</i> during the same time period (e.g., Colonial America and England).	<b>SE:</b> 42-43, 72-73, 108-109, 206-207, 280-281, 296, 343, 362-363, 438-439, 550-551, 565 <b>TG:</b> 33, 55, 80, 149, 202, 212, 244, 260, 314, 393, 402
2. (A) examines multiple <i>primary sources</i> to understand point of view of an historical figure.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 128-129, 150-151, 498-499 <b>TG:</b> 93, 110, 357
3. (A) locates information using a variety of sources to support a thesis statement.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 194-195, 232-233 <b>TG:</b> 141, 168
4. (A) uses information including primary sources to debate a problem or an historical issue.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 194-195, 232-233 <b>TG:</b> 141, 168
5. (A) observes and draws conclusions.	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 150-151, 498-499 <b>TG:</b> 110, 357
6. (A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form).	<i>Teachers have the opportunity to address this standard. See the following examples.</i> <b>SE:</b> 194-195, 232-233, 498-499, 614-615 <b>TG:</b> 141, 168, 357, 439