

State	Website	State Standard #	Virtual History-Settling America Concept	Sections
Kansas	http://www.ksde.org/Default.aspx?tabid=143	Kansas Curricular Standards for History and Government; Economics and Geography Education Fifth Grade	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	<p>Geography Standards</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character. The student:</p> <p>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., location, climate, and resources).</p> <p>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p> <p>3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, acculturation; diffusion of ideas, diseases, crops and culture).</p> <p>History Standard</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration. The student:</p> <p>3.▲ (A) compares the motives and technology</p>

				that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).
			<p>Economics</p> <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	<p>Economics Standard</p> <p>Benchmark 1: The student understands how limited resources require choices.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. (K) explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land). 2. (A) determines how unlimited wants and limited resources lead to choices that involve opportunity costs. 3. (K) describes how specialization results in increased productivity (e.g., when each person in a city specializes in producing one product and then sells or trades with each other, there is more produced than if everyone tried to make everything they need for themselves). 4. (A) gives examples of economic interdependence 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). <p>Benchmark 2: The student understands how the</p>

				<p>market economy works in the United States. The student:</p> <ol style="list-style-type: none"> 1. (A) defines supply as the quantity of resources, goods, or services that sellers offer at various prices at a particular time and demand as the number of consumers willing and able to purchase a good or service at a given price. 2.▲ (K) identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather). 3. (K) describes how changes in supply and demand affect prices of specific products. <p>Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p> <ol style="list-style-type: none"> 2. (A) - (\$) gives examples of how positive and negative incentives affect people’s behavior (e.g., laws: Stamp Act, Sugar Act; profit; product price; indentured servant). <p>History Standard Benchmark 2: 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).</p> <p>The student:</p>
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				<p>1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).</p> <p>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, trade).</p> <p>4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view.</p> <p>5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).</p>
			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p>Civic and Government Standard</p> <p>Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.</p> <p>History Standard</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.</p> <p>The student:</p> <p>4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).</p>

				<p>Benchmark 2: 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).</p> <p>The student:</p> <ol style="list-style-type: none"> 1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec). 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, trade). 4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view. 5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European 	<p>History Standard</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.</p> <p>The student:</p> <ol style="list-style-type: none"> 1.▲ (K) explains how various American Indians

			<p>survival</p> <ul style="list-style-type: none"> • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p>adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).</p> <p>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).</p> <p>3.▲ (A) compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).</p> <p>4. (A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).</p> <p>Benchmark 2: 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).</p> <p>The student:</p> <p>4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view.</p> <p>6. (K) explains the causes and effects of the French and Indian War on the American Revolutionary period.</p>
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