

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

Standard	Benchmark	Knowledge Base Indicators	Course Codes	
1--Civics Government	The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.			
<p>▲ Indicator marked for Kansas Social Studies Assessment</p> <p>★ indicator that is foundational for Gr. 6 Kansas Social Studies Assessment</p> <p>(\$) indicator that addresses personal finance</p> <p>(K) = Knowledge Indicator (A) = Application Indicator</p>	1--Rule of Law	Understands the rule of law as it applies to individuals; family; school; local, state, and national governments.		
		1.1.1. (A) Elevates the purposes and function of law.	AH1, AG	
		1.1.2. ▲ (A) Analyzes how the <i>rule of law</i> can be used to protect the <i>rights</i> of individuals and to promote the <i>common</i> good (e.g., <i>eminent domain</i> , martial law during disasters, health and safety issues).	AG	
		1.1.3. (K) Defines civic life, politics, and <i>governments</i> .	AG	
		1.1.4. (K) Recognizes contracts may be verbal or legal agreements and are binding.	AG	
		1.1.5. (A) Defines and illustrates examples of torts (e.g., wrongful death, medical malpractice, defamation, personal injury, dignitary harms against a person, such as bodily injury or civil rights violations).	AG	
		1.1.6. (A) Defines and illustrates examples of misdemeanors and felonies (e.g., misdemeanors: traffic violation , small theft, trespassing; felonies: murder, sexual assault, large theft).	AG	
		1.1.7. (K) Explains Kansas court structure (e.g., Municipal Courts, District Courts, Court of Appeals, Supreme court).	AG	
		2--Ideals	Understands the shared ideals and diversity of American society and political culture.	
		1.2.1. (K) Recognizes that a nation's values are embodied in the <i>Constitution</i> , statutes, and important court cases (e.g., <i>Scott v. Sanford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Topeka Board of Education</i>).	AG, AH2	
		1.2.2. ▲ (K) Understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American <i>society</i> (e.g., right to free speech, religion, press, assembly; equality; human dignity; civic <i>responsibility</i> , <i>sovereignty of the people</i>).	AH1, AG	
		1.2.3. (A) Examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these value and principles conflict (e.g., <i>equal opportunity</i> and <i>fairness v. affirmative action</i>).	AG	
		3--Constitution	Understands how the US Constitution allocates power and responsibility in the government.	
		1.3.1. (K) Describes the purposes, organization, and functions of the three branches of <i>government</i> and independent regulatory agencies in relation to the United States <i>Constitution</i> .	AH1, AG	
	1.3.2. ▲ (K) Explains <i>Constitutional powers</i> (e.g., ▲ <i>expressed/enumerated</i> , ▲ <i>implied, inherent</i> , ▲ <i>reserved, concurrent</i>).	AH1, AG		
	1.3.3. (K) Discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document.	AG		
	4--Civics	Identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.		

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		1.4.1. ▲ (A) Examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.	AG, WS	
		1.4.2. (K) Explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process.	AG	
		1.4.3. (A) Analyzes policies, actions, and issues regarding the rights of individuals to equal protection under the law.	AG	
		1.4.4. (A) Examines issues regarding political <i>rights</i> (e.g., to be an informed voter, participate in the political process, assume leadership roles).	AG	
		1.4.5. (K) Understands that civil disobedience is a form of protest and if taken to extreme, punishable by law.	AG	
		1.4.6. (A) Analyzes issues regarding economic freedoms within the United State (e.g., free enterprise, rights of individual choice, government regulation).	AG, AH2	
		1.4.7. (K) Explores issues regarding civic <i>responsibilities</i> of American citizens (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process).	AG	
		1.4.8. (A) Examines the role of interest groups and their impact on governmental policy.	AG	
	5--System Interactions	Understands various systems of governments and how nations and international organizations interact.		
			1.5.1. (A) Compares various governmental systems with that of the United States <i>government</i> in terms of <i>sovereignty</i> , structure, function, decision-making processes, citizenship roles, and political culture and ideology (e.g., systems: <i>Constitutional monarchy, parliamentary democracy, dictatorship, totalitarianism</i> ; ideology: <i>fascism, socialism, communism</i>).	AG, WH, WS, AH2
			1.5.2. (K) Discusses the structure of international relations both regional and world-wide (e.g., trade, economic and defense alliances, regional security).	AG, WH, WS
			1.5.3. ▲ (A) Examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).	AG, WS, AH2
			1.5.4. Explains the changing roles of the United States Government in the international <i>community</i> (e.g., treaties, NATO, UN, exploitative, altruistic, benign).	AH2, WS
			1.5.5. (A) Examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the "most favored nation" status, military interventions).	AG
			1.5.6. (A) Examines the issues of social justice and <i>human rights</i> as expressed in the <i>United Nations Declaration of Human Rights</i> .	AG
2--Economics World Focus	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.			
	1--Resources	Understands how limited resources require choices.		
		W2.1.1. (A) Explains how economic systems affect the <i>allocation</i> of scarce <i>resources</i> (e.g., <i>monarchies, financing explorers, mercantilism, rise of capitalism</i>).	WH	

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		W2.1.2. ▲ (K) Explains how economic choices made by <i>societies</i> have intended and unintended consequences (e.g., mercantilism, "planned economy" under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).	WS
		W2.1.3. (K) Explains how people respond to <i>incentives</i> in order to allocate scarce resources (e.g., <i>government</i> subsidies/farm production, rationing coupons/WWII, emission regulations, <i>profits/war production</i> , women/WWII workforce).	WH, AH2
		W2.1.4. (K) Explains how economic choices made by individuals, businesses or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: Ford's car/need for roads/Railroads, ecosystems; government: <i>isolationism</i> at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb).	WS, AH2
	2--Market Economy	Understands how the market economy works in the United States.	
		W2.2.1. (K) Defines <i>Gross domestic product</i> (GDP) and indicates the components that make up our nation's GDP (e.g., <i>consumption</i> , investment, <i>government</i> , and net exports).	WH, WS
		W2.2.2. (K) Explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, <i>technology</i> developments).	WS
		W2.2.3. (K) Explains the principles of <i>demand and supply</i> (e.g., laws, <i>equilibrium</i> , change in quantity vs. change in demand and supply).	WS, WH
		W2.2.4. ▲ (K) Explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; <i>scarcity of resources</i> : war; technology: assembly line production).	WS, WH, AH2
		W2.2.5. (A) Analyzes how changes in prices affect <i>consumer</i> behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil <i>embargo</i> of 1974; droughts (Ag products), changes in consumer preferences-fads, health information).	AH2
		W2.2.6. (K) Describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800's and early 1900's, AT&T, Microsoft, Trusts of 1920s and 1930's)	AH2
		W2.2.7. (A) Analyzes the role of central banks and the <i>Federal reserve system</i> in the <i>economy</i> of the United States (e.g., <i>interest rates</i> , monetary policy, government bonds).	AH2
	3--Systems	Analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependences affect people.	
		W2.3.1. (A) Compares the <i>benefits</i> and costs of different <i>allocation</i> methods (e.g., first come, first serve; prices, contests, lottery, majority rule).	WH
		W2.3.2. ▲ (A) Compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom).	WH
		W2.3.3. (A) Uses <i>comparative advantage</i> to explain the benefits of trade among nations (e.g., nations can benefit from free trade while reducing or eliminating <i>production</i> of a good in which it is technologically superior at producing; to benefit from <i>specialization</i> and free trade, one nation should specialize and trade the good in which it is "most best" at producing, while it is "least best" at producing; benefits include more product selection, lower prices, higher <i>wages</i> in both nations).	WH

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		W2.3.4. (A) Outlines the cost and benefits of free trade or restricted trade policies in world history (e.g., restrictions of trade under <i>mercantilism</i> , regional trade agreements, Smoot-Hawley <i>Tariff Act</i> of 1930, General Agreement on Tariffs & Trade, World Trade Organization).	WH
		W2.3.5. (K) Explains how a change in <i>exchange rates</i> affect the flow of trade between nations and a nation's domestic <i>economy</i> (e.g., using historical examples such as development of the Euro, devaluation of the US dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe).	WH
	4--Government Role	Analyzes the role of government in the economy.	
		W2.4.1. (A) Explains why certain goods and <i>services</i> are provided by the <i>government</i> (e.g., <i>infrastructure</i> , schools, waste management, national defense, parks, environmental protection).	WS
		W2.4.2. (A) Explains the advantages and disadvantages of the use of <i>fiscal policy</i> by the Federal Government to influence the United States <i>economy</i> (e.g., change in taxes & <i>spending</i> to expand or contract the economy, such as F.D. Roosevelt's New Deal, George W. Bush's tax cuts, Gerald Ford's WIN program).	AG
		W2.4.3. (K) Distinguishes between government <i>debt</i> and government <i>budget deficit</i> .	AG
		W2.4.4. ▲ (A) Evaluates the <i>costs</i> and <i>benefits</i> of governmental economic and social policies on society (e.g., minimum <i>wage</i> laws, anti-trust laws, EPA Regulation, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).	AH2
	5--Decisions	Makes effective decisions as a consumer, producer, saver, investor, and citizen.	
		W2.5.1. (K) - (\$) Describes how various jobs and employment are impacted by changes in the <i>economy</i> .	WS
		W2.5.2. ▲ (K) - (\$) Illustrates how the demand for labor is influenced by <i>productivity</i> of labor and explains the factors that influence labor productivity (e.g., education, experience, health, nutrition, <i>technology</i>).	WS
		W2.5.3. (A) - (\$) Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory systems, the increased use of machinery throughout the Industrial Revolution, assembly lines).	WH
		W2.5.4. (A) - (\$) Develops a personal <i>budget</i> that identifies sources of <i>income</i> and <i>expenditures</i> (e.g., wages, rent payments, <i>savings</i> , taxes, insurance).	AG
		W2.5.5. (K) - (\$) Determines the costs and <i>benefits</i> of using <i>credit</i> .	AG
		W2.5.6. ▲ (A) - (\$) Analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).	AG
3--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.		
	1--Maps and Location	Uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places and environments.	

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		3.1.1. ▲ (K) Locates major <i>political</i> and <i>physical features</i> of Earth from memory and compares the <i>relative locations</i> of those features. Locations will be included in indicator at each grade level (e.g., ▲Beijing, ▲English Channel, ▲India, ▲Iraq, ▲Moscow, ▲Sahara Desert, ▲South Africa, ▲Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).	WS, WH, AH2
		3.1.2. (A) Interprets maps and other <i>graphic representations</i> to analyze United States and world issues (e.g., urban v. urban areas, development v. <i>conservation</i> , land use in the world v. local <i>community</i> , nuclear waste disposal, relocation of refugees).	WS
		3.1.3. (A) Analyzes ways in which <i>mental maps</i> influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites).	WS, WH
		3.1.4. (A) Produces maps and other <i>geographic representations</i> , using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, <i>GIS</i> and other <i>databases</i> , questionnaires).	WS
	2--Regions	Analyzes the human and physical features that give places and regions their distinctive character.	
		3.2.1. (A) Demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, <i>religion</i> , language, occupations, industries, <i>resources</i> , governmental systems, <i>economic systems</i>).	WS
		3.2.2. ▲ (A) Analyzes the factors that contribute to human changes in regions (e.g., <i>technology</i> alters use of place, <i>migration</i> , changes <i>cultural characteristics</i> , political factors).	WS, WH
		3.2.3. (K) Recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects a person to others from that region and defines them to others as Midwesterners with particular characteristics and value).	WS
		3.2.4. (A) Uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).	WS
		3.2.5. (A) Analyzes the ways in which people's perception of <i>places</i> and regions affect their decisions (e.g., land use, property value, settlement patterns, job opportunities).	WS
	3--Physical Systems	Understands Earth's physical systems and how physical processes shape Earth's surface.	
		3.3.1. (A) Analyzes the patterns of <i>physical processes</i> and their effect on humans (e.g., weather patterns, earthquakes, drought, desertification).	WS
		3.3.2. (A) Analyzes the <i>distribution</i> of ecosystems by examining relationships between soil, climate, plant, and animal life.	WS
		3.3.3. (K) Describes the ways in which Earth's physical processes are dynamic and interactive (e.g., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).	WS
		3.3.4. (A) Analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., <i>carrying capacity</i> , <i>biological magnification</i> , reduction of species diversity, acid rain, ozone <i>depletion</i> , contamination).	WS

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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	4--Human Systems	Understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
		3.4.1. (A) Identifies trends of population growth and <i>migration</i> in response to environmental, social, economic, political, or technological factors (e.g., stress on <i>infrastructure</i> , impact on environment, <i>cultural diffusion</i> , socio-economic changes and pressures).	WS, WH
		3.4.2. (A) Analyzes how communication and transportation facilitate cultural interchange (e.g., <i>nationalism</i> , ethnic pride, cross-cultural adaptation, popularity of ethnic foods).	WS, WH
		3.4.3.(A) Evaluates <i>market</i> areas to determine reasons for success or failure (e.g., advantages of location, trade partnerships, land value, wars, labor <i>supply</i> and <i>cost</i> , <i>resource</i> availability, transportation access, <i>government</i> structure, political cooperation).	WS
		3.4.4. (A) Analyzes the purpose and characteristics of settlements (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of <i>megalopolis</i> edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation <i>technology</i> , increasing number of <i>ethnic enclaves</i>).	WS, WH
		3.4.5. ▲ (K) Gives examples of how cultural cooperation and conflict are involved in shaping the <i>distribution</i> of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and Hong Kong; economic: World Trade Organization).	WS, WH
	5--Human-Environment Interactions	Understands the effects of interactions between human and physical systems.	
		3.5.1. ▲ (A) Examines the impact that <i>technology</i> has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste).	WS
		3.5.2. ▲ (A) Examines alternative strategies to respond to constraints placed on <i>human systems</i> by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction).	WS
		3.5.3. (A) Discusses the pros and cons of specific policies and programs for <i>resource</i> use and management (e.g., EPA, building restrictions, mandated recycling, grazing).	WS
4--Kansas History	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.		
	1--(1890-1930)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).	
		K4.1.1. (A) Analyzes the ways the People's Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation.	AH1
		K4.1.2. (A) Analyzes the text of William Allen White's essay "What's the Matter with Kansas" to understand his opposition to Populism.	AH1
		K4.1.3. (A) Explains the significance of the Girard newspaper <i>Appeal to Reason</i> to the Socialist movement in the United States.	AH1

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		K4.1.4. (K) Discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917).	AH1, AH2
		K4.1.5. (K) Understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s.	AH2
		K4.1.6. (K) Explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins).	AH2
		K4.1.7. (K) Explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages).	AH2
	2--(1930-1945)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through WW II in United States History (1930-1945).	
		K4.2.1. ▲ (A) Uses <i>primary source</i> materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).	AH2
		K4.2.2. (A) Researches how the WPA altered the Kansas landscape (e.g., public art, bridges, parks, swimming pools, libraries).	AH2
		K4.2.3. (A) Analyzes Alf Landon's 1936 speech accepting the Republican nomination for President in terms of the debate over the role of <i>government</i> in the United States recovery.	AH2
		K4.2.4. (K) Understands the role of Kansas aviation companies in World War II.	AH2
		K4.2.5. (K) Understands how conscientious objectors in Kansas participated in alternative service to the country during World War II.	AH2
	3--(1945-1990)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).	
		K4.3.1. (A) Analyzes <i>Brown v. Topeka Board of Education</i> as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case.	AH2
		K4.3.2. (K) Explains how Kansans have responded to increasing <i>urbanization</i> and <i>industrialization</i> .	AH1
		K4.3.3. (A) Traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments.	AH2
		K4.3.4. (A) Debates the ways state <i>government</i> has tried to balance the <i>needs</i> of farmers, industries, environmentalists, and <i>consumers</i> in regards to water protection and regulation.	AG
	4--Since 1990	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States History (since 1990)	
		K4.4.1. (A) Researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition of position.	AH2
		K4.4.2. (A) Examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events.	AH2
	5--Historical Thinking	Engages in historical thinking skills.	
		K5.5.1. (A) Analyzes a theme in Kansas history to explain patterns of continuity and change over time.	AH2
		K5.5.2. (A) Develops historical questions on a specific topic in Kansas history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.	AH2

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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		K5.5.3. (A) Investigates an event in Kansas history using primary and <i>secondary sources</i> and develops a credible interpretation of the event, speculating on its meaning.	AH2
		K5.5.4. (A) Compares competing historical narratives in Kansas history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	AH2
4--US History	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.		
	1--(1890-1930)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890-1930).	
		US4.1.1 (A) Examines topics in the transformation of American <i>society</i> in the rise of big business, heavy industry, and mechanized farming in the late 19th century (e.g., <i>Social Darwinism</i> , Gospel of Wealth, "Robber Barons", "Captains of Industry", Sherman Anti-Trust Act, muckrakers).	AH1, AH2
		US4.1.2. (A) Explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes).	AH1, AH2
		US4.1.3. (A) Analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, <i>government</i> ownership of railroads, graduated <i>income</i> tax, direct election of senators, election reform).	AH2
		US4.1.4. ▲ (A) Examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over <i>imperialism</i> , Spanish-American War, Philippine Insurrection, Panama Canal, Open Door policy, Roosevelt Corollary, Dollar Diplomacy).	AH1, AH2
		US4.1.5. (K) Explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson).	AH2
		US4.1.6. (A) Analyzes the reasons for and impact of the United States' entrance into World War I.	AH2
		US4.1.7. (A) Analyzes how the home front was influenced by the United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee).	AH2
		US4.1.8. (K) Retraces the progress of the women's suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting <i>rights</i> 19th Amendment).	AH2
		US4.1.9. (A) Analyzes factors that contributed to changes in work, <i>production</i> and the rise of a consumer culture during the 1920's (e.g., leisure time, <i>technology</i> , communication, travel, assembly line, <i>credit</i> buying).	AH2
		US4.1.10. (A) Evaluates various social conflicts in the early 1920's (e.g., rural v. urban, fundamentalism v. modernism, prohibition, <i>nativism</i> , flapper v. traditional woman's role).	AH2
		US4.1.11. (A) Analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the <i>Great Migration</i> , race riots, NAACP, Tuskegee).	AH2
		US4.1.12. (A) Interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem <i>Renaissance</i> , f. Scott Fitzgerald, development of blue and jazz <i>culture</i>).	AH2

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

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	2--(1930-1945)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through WW II in United States History (1930-1945).	
		US4.2.1. (A) Analyzes the causes and impact of the <i>Great Depression</i> (e.g., overproduction, <i>consumer</i> debt, banking regulation, unequal <i>distribution</i> of wealth).	AH2
		US4.2.2. ▲ (A) Analyzes the <i>costs</i> and <i>benefits</i> of New Deal programs (e.g., <i>budget deficits</i> vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, <i>community infrastructure</i> improved, dependence on subsidies).	AH2
		US4.2.3. (A) Analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin).	WH, AH2
		US4.2.4. (A) Analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lang, Woody Guthrie, John Steinbeck).	AH2
		US4.2.5. (A) Analyzes the debate over and reasons for the United States entry into World War II (e.g., growth of <i>totalitarianism</i> , American First Committee, neutrality, <i>isolationism</i> , Pearl Harbor).	AH2
		US4.2.6. ▲ (K) Discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).	AH2
		US4.2.7. (K) Examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees).	AH2
		US4.2.8. (A) Examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons).	AH2
	3--(1945-1990)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).	
		US4.3.1. (K) Explains why the United States emerged as a superpower as the result of World War II.	AH2
		US4.3.2. ▲ (A) Analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).	AH2
		US4.3.3. (A) Evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-S incident).	AH2
		US4.3.4. (A) Evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp).	AH2
		US4.3.5. (A) Analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, Federal aid to education, interstate highway system, space as the New Frontier, Johnson's <i>Great Society</i>).	AH2
US4.3.6. (A) Analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik reaction to the military industrial complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal).		AH2	

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

Standard	Benchmark	Knowledge Base Indicators	Course Codes
		US4.3.7. ▲ (K) Examines the struggle for racial and gender equality and for the extension of civil <i>rights</i> (e.g., <i>Brown v. Topeka Board of Education</i> , Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).	AH2
		US4.3.8. (K) Discusses events that contributed to the end of the Cold War (e.g., détente, Nixon's visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and Mikhail Gorbachev).	AH2
		US4.3.9. (A) Evaluates the cause and effects of the reform movements of the 1960s and 1970s (e.g., environmentalism - Rachel Carson, EPA; consumer protection - Ralph Nader; changes in the American labor movement - Cesar Chaves).	AH2
	4--Since 1990	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States History (since 1990).	
		US4.4.1. (K) Examines the relationship of the United States to the rest of the world in the post Cold War <i>era</i> (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular <i>culture</i>).	AH2
		US4.4.2. (A) Describes the impact of developments in <i>technology</i> , global communication, and transportation.	WH
		US4.4.3. (A) Researches major contemporary social issues.	AH2
		US4.4.4. (A) Describes how changes in the national and global <i>economy</i> have influenced the work place.	AH2
		US4.4.5. (A) Examines United States immigration policy to understand the affects of legal and illegal <i>immigration</i> (e.g., political, social, economic).	AH2
	5--Historical Thinking	Engages in historical thinking skills.	
		US4.5.1. (A) Analyzes a theme in United States history to explain patterns of continuity and change over time.	AH2, WH
		US4.5.2. (A) Develops historical questions on a specific topic in United States history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.	AH2
		US4.5.3. ▲ (A) Uses primary and <i>secondary sources</i> about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).	AH1, AH2
		US4.5.4. (A) Compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	AH2
4--World History	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.		
	1--(1400-1750)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).	
		W4.1.1. ▲ (A) Analyzes the changes in European thought and <i>culture</i> resulting from the <i>Renaissance</i> (e.g., more secular worldview; Machiavelli, Shakespeare; <i>humanism</i> ; innovations in art: Michelangelo, Da Vinci: architecture: St. Peters Dome).	WH

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

Standard	Benchmark	Knowledge Base Indicators	Course Codes
		W4.1.2. (A) Investigates the changes in European thought and culture resulting from the Reformation (e.g., establishment of Protestant faiths, <i>Counter reformation</i> , Gutenberg Press, Catholic vs. Protestant wars of <i>religion</i>).	WH
		W4.1.3. (K) Examines the economic and social consequences of European exploration and expansion (e.g., rise of European power, <i>mercantilism</i> , <i>Columbian Exchange</i> , impact on indigenous people in North and South America, trans-Atlantic <i>slave trade</i>).	WH
		W4.1.4. (A) Compares and contrasts the rise of <i>constitutionalism</i> in Britain with political structures in France (e.g., changes resulting from the English Civil War and Glorious Revolution: English Bill of <i>Rights</i> , establishment of Parliament, French <i>Absolutism</i>).	WH
		W4.1.5. (K) Explores the growth of Russian Absolutism (e.g., Ivan the Terrible, Peter the Great, Catherine the Great).	WH
		W4.1.6. (K) Explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of <i>Shi'ism</i> in Persia, the establishment of Islamic rule in India).	WH, AH2
		W4.1.7. ▲ (K) Describes why East Asia withdrew into <i>isolationism</i> during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions).	WH
	2--(1650-1920)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).	
		W4.2.1. (K) Explains essential concepts from the Scientific Revolution (e.g., the heliocentric theory; natural law; scientific method).	WH
		W4.2.2. ▲ (K) Explains essential concepts from the enlightenment that represented a turning point in intellectual history (e.g., idea of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, enlightened despotism, salons).	WH
		W4.2.3. (A) Analyzes outcomes of the American and French Revolutions (e.g., the establishment of republican <i>government</i> grounded in Enlightenment thought, the deterioration of the French <i>Republic</i> into the reign of terror; the spread of revolutionary ideas and <i>nationalism</i> with the growth of Napoleonic France).	WH
		W4.2.4. (A) Explores <i>industrialization</i> and its consequences in Britain (e.g., the rise of <i>laissez-faire economics</i> in Britain, Adam Smith, Chartists, development of the middle class).	WH
		W4.2.5. ▲ (A) Compares and contrasts German unification with the Meiji restoration (e.g., nationalism, <i>militarism</i> , modernization, industrialization).	WH
		W4.2.6. (K) Describes the motives and impact of <i>imperialism</i> (e.g., motives: economic- <i>natural resources</i> and expansion of <i>trade</i> , the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian-missionaries and the ideology of <i>Social Darwinism</i> , political- naval bases and expansion of political control; restriction of human <i>rights</i> in King Leopold's Congo; development of <i>infrastructure</i> ; roads, schools, hospitals, railroads; assimilation and loss of indigenous <i>culture</i>).	WH
		W4.2.7. (A) Analyzes the causes and impact of the Russian Revolution (e.g., the idea of <i>communism</i> as an economic alternative to <i>capitalism</i> ; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of totalitarianism).	AH2

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

Standard	Benchmark	Knowledge Base Indicators	Course Codes
		W4.2.8. ▲ (A) Examines causes of anti-colonial <i>movements</i> in Latin America, Asia, and Africa (e.g., ▲ Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲ Boxer Rebellion ; ▲ Sepoy Rebellion; ▲ Zulu Wars).	AH1, WH
		W4.2.9. (K) Describes the impact of cross-cultural exchange on artistic developments of the late 19th century (e.g., <i>romanticism</i> ; <i>impressionism</i> , impact of Asian <i>culture</i> on western <i>culture</i>).	WH
	3--(1914-1945)	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War 1 (1914-1945).	
		W4.3.1. (A) Analyzes the causes and immediate consequences of WWI (e.g., <i>imperialism</i> rivalries: Triple Entente, Triple Alliance, <i>nationalism</i> , arms race in England, France, and Germany; Treaty of Versailles, reparations, Ware Guilt Clause).	WH, AH2
		W4.3.2. (K) Describes the emergence of contemporary Middle East (e.g., petroleum <i>society</i> , Zionism, Arab nationalism, Balfour Declaration, dissolution of the Ottoman Empire, Armenian Genocide, Ataturks, modernization of Turkey).	WH
		W4.3.3. ▲ (A) Examines the nature of <i>totalitarianism</i> in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human <i>rights</i> , secret police, state supremacy over individual rights, role of private property, class structure).	WH
		W4.3.4. (A) Analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British, Soviet alliance; Holocaust; Nanjing; introduction of nuclear weapons; war crime trials).	WH, AH2
		W4.3.5. (A) Analyzes the independence movement in India (e.g., Gandhi, non-violence, Salt March, boycotts, creation of Pakistan).	WH
		W4.3.6. (K) Describes major intellectual, social, and artistic developments (e.g., <i>surrealism</i> , mural art of Mexico, <i>Bauhaus</i> , emergence of film and radio, rise of psychology, antibiotics, <i>cubism</i>).	WH, AH2
	4--Since 1945	Uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World since 1945.	
		W4.4.1. (A) Analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world (e.g., roots in WWII, Mao's China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for non-aligned nations; collapse of <i>Communism</i> in Europe).	WH
		W4.4.2. (A) Examines issues of social justice and human rights as expressed in the <i>United Nations Declaration of Human Rights</i> .	WH, AH2
		W4.4.3. ▲ (K) Describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel, emerging Middle Eastern post WWII <i>nationalism</i> : Suez Crises, petroleum based <i>interdependence</i>).	WH
		W4.4.4. (A) Analyzes the impact of international organizations on global interaction (e.g., the United Nations; Organization of American States, NATO, non-governmental organizations such as the International Red Cross, European Union).	WH
		W4.4.5. (A) Examines the <i>trade-offs</i> made by societies between economic growth and environmental protection in a world of limited resources (e.g., the Green Revolution, population pressure, water, pollution, <i>natural resource</i> degradation).	WH

**USD 203 Piper Curriculum
Social Studies**

Gr. 9-12 Master

Standard	Benchmark	Knowledge Base Indicators	Course Codes
		W4.4.6. (K) Describes major intellectual, social and artistic developments (e.g., decoding DNA, space technology, consumerism, post-fundamentalism, telecommunications).	WH
	5--Historical Thinking	Engages in historical thinking skills.	
		W4.5.1. (A) Analyzes a theme in World history to explain patterns of continuity and change over time.	WH
		W4.5.2 (A) Develops historical questions on a specific topic in World history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.	WH
		W4.5.3. (A) Uses <i>primary and secondary sources</i> about an event in world history to development a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion).	WH
W4.5.4. (A) Compares competing historical narratives in World history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.		WH	