

# Kansas History, Government, and Social Studies Standards

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Adopted March 10, 2020



*Kansas leads the world in the success of each student.*



## 2019 KANSAS STATE BOARD OF EDUCATION

### MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

### VISION

Kansas leads the world in the success of each student.

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- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

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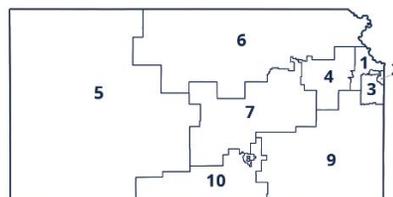


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## Purpose of These Standards

A 21st century citizen requires a variety of skills to be successful – analyzing problems, collecting information, evaluating sources, and finding solutions. This document is designed to assist History, Government, and Social Studies educators in Kansas as they develop these skills in their students. The writing committee reviewed other state and national standards, researched best instructional practices, and gathered input from professionals and citizens to define what Kansas students should know and do in history, civics/government, geography, and economics. The committee responded to feedback on earlier versions throughout the current process. This document encourages the focus on discipline-specific application of content in authentic situations rather than specific content, and is intended as a framework for curriculum, instruction, assessment, and teacher preparation.

## Acknowledgements

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# Kansas History, Government, and Social Studies

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## Mission Statement

***The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.***

### **An informed citizen**

possesses the knowledge needed to understand contemporary political, economic, and social issues and the skills to locate and utilize credible sources of information.

### **A thoughtful citizen**

applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.

### **An engaged citizen**

communicates, collaborates, contributes, compromises, and participates as an active member of a community.



# Kansas History, Government, and Social Studies Standards

## **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

## **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a society's ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

### **Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic

- relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
  - 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

## **History, Government, and Social Studies Best Practices**

Being an informed, thoughtful, and engaged citizen is reflected in a student's ability to innovate, analyze complex problems, ask cogent questions, assemble and evaluate critical data, and seek creative solutions, going beyond the recall of factual information. None of us are born with this capability. We must go beyond simple recitation of foundational information and instead encourage the application of that information in authentic and realistic situations. Inquiry in social studies involves using information from a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies and tools. The following practices and expectations can assist teachers in the design of high-quality instructional lessons.

### **Effective HGSS Classroom Practices Include and Promote:**

#### **Authentic intellectual work**

Effective classroom practices that promote learning in realistic situations and college, career, and citizenship-ready pathways have value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real-world.

#### **Civic engagement**

Effective classroom practices promote students being informed, thoughtful and engaged citizens sharing their skills and knowledge through actions intended to improve their communities, state, nation, the world, and themselves.

#### **Culturally relevant instruction**

Effective classroom practices promote students recognizing and respecting the cultural and life experiences of each student, and using those experiences as resources for teaching and learning.

## **Digital Literacy**

Effective classroom practices promote students using information and communication technologies to collect data, evaluate evidence, create products, and communicate effectively. These skills are powerful levers, allowing students to actively participate in civic society and contribute as informed, thoughtful, and engaged citizens. Students must also recognize the risks and responsibilities associated with the digital environment.

## **Discipline-specific literacy within the Social Studies**

Effective classroom practices promote and support interacting with multiple types of primary and secondary evidence and media through the lens of the different social studies disciplines: history, economics, geography, civics.

### **Reading at high levels**

Effective classroom practices promote readers able to source, contextualize, corroborate, and read evidence closely. This includes the ability to determine meaning, main ideas, trustworthiness, and purpose in multiple types of evidence; decode discipline specific vocabulary and phrases; identify context, bias, and point of view when exploring evidence; evaluate authors' claims and their use of evidence, and analyze multiple texts for similarities and differences.

### **Writing and communicating clearly and coherently**

Effective classroom practices promote the ability to gather and synthesize multiple sources of information to make persuasive claims or arguments using evidence and reasoning; evaluate counter-arguments, explain events, relationships, or opinions; present information and analysis in textual and non-textual formats; revise and rewrite, and apply appropriate technologies and communication modes for specific purposes and audiences.

## **Higher order thinking**

Effective classroom practices promote students grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

## **Multiple causes and consequences**

Effective classroom practices promote students identifying, making a claim, and defending with evidence and argument, a variety of possible causes of events and consequences. These practices encourage appropriate decision-making, and help students understand the complexity of the various disciplines.

### **Multiple means of communication**

Effective classroom practices promote students communicating relevant information through speaking, writing, and the creation of digital and print media.

### **Multiple perspectives and disciplines**

Effective classroom practices promote students using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, and support a student's ability to empathize, to develop alternative solutions to problems, and to self-assess their own positions.

### **Research and construction of knowledge**

Effective classroom practices promote students being able to collect, organize, and evaluate information to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the use of both traditional and digital information and communication technologies.

### **Social emotional learning and character development**

Effective classroom practices promote students' social-emotional learning and character development and should be integrated so that students will learn, practice, and model essential personal life habits that contribute to academic, social-emotional, and life success.

### **Using primary sources**

Effective classroom practices promote students analyzing and interpreting a variety of different primary sources in traditional and digital formats, provides the opportunity for students to recognize the discipline's subjective nature, to directly touch the lives of people in the past, and develop high level analytical skills.

## Suggested Scope and Sequence

K-12 classes should embed the disciplines of History, Government, Economics, Geography, and the Humanities within each course.

Teachers in Kindergarten through 4<sup>th</sup> grade should link content learning to the Focus Standard (**bolded**). The focus standard allows teachers to set that standard as a theme around which social studies instruction at that grade-level takes place. As instruction progresses through the grades, teachers should reinforce previous learning around standards taught earlier while linking content learning to the Focus Standards at their grade-level.

Grade	Focus Content	Focus Standard(s)	Standards (previously taught)
<b>K</b>	<b>Sense of Self</b>	<b>Choices have consequences</b>	
<b>1</b>	<b>Families</b>	<b>Rights and responsibilities</b>	Choices have consequences
<b>2</b>	<b>Then and Now (Past and Present)</b>	<b>Continuity and change</b>	Choices have consequences Rights and responsibilities
<b>3</b>	<b>Communities (Local History)</b>	<b>Identities, beliefs, and practices</b>	Choices have consequences Rights and responsibilities Continuity and change

<p><b>4</b></p>	<p><b>Kansas and Regions of the United States</b></p>	<p><b>Dynamic Relationships</b></p>	<p>Choices have consequences Rights and responsibilities Identities, beliefs, and practices Continuity and change</p>
<p><b>5</b></p>	<p><b>United States History (Beginnings through at least 1800)</b></p>	<p><b>Choices have consequences Rights and responsibilities Identities, beliefs, and practices Continuity and change Dynamic relationships</b></p>	
<p><b>Middle Grades</b></p>	<p><b>World History, Geography, Kansas History (No earlier than 7th grade), United States History, Elective Courses</b></p>	<p><b>Choices have consequences Rights and responsibilities Identities, beliefs, and practices Continuity and change Dynamic relationships</b></p>	
<p><b>Upper Grades</b></p>	<p><b>World History, United States History, Civics-Government, Elective Courses</b></p>	<p><b>Choices have consequences Rights and responsibilities Identities, beliefs, and practices Continuity and change Dynamic relationships</b></p>	

## Instructional Steps for High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions. But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high level lesson and unit design.

### INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.

1

#### START WITH STANDARDS



The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson / unit design with a **focus on one or two standards** that connect students with content.

2

#### SELECT CONTENT & CREATE QUESTIONS



All great instruction starts with an **engaging question or problem aligned with social studies content**. Consider using the Scope & Sequence, your experience, and other materials to select appropriate instructional content and develop lesson and unit questions. **Do not treat the narratives, outlines, & questions in the appendices as a checklist** — they do not act as state assessed items.

3

#### DEVELOP TASKS WITH BENCHMARKS



**Benchmarks provide scaffolded and measurable verbs** useful for developing lesson questions, unit problems, and tasks for assessments. Because Benchmarks also connect with contemporary issues, teachers should consider using them to create relevant relationships between past and present.

4

#### CURATE RESOURCES



To solve problems, **students require evidence**. Instructional designs can and should **include a variety of primary, secondary, and tertiary sources** for students to investigate. This includes both teacher-provided resources, as well those discovered by students.

5

#### INTEGRATE READING & WRITING



Social studies inquiry involves a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies and tools. Students **need these skills** to be effective citizens. So all high-quality social studies instruction must **incorporate the discipline-specific literacy reading and writing skills found in the Effective HGSS Classroom Practices section**.

6

#### APPLY BEST PRACTICES FOCUSED ON COMPETENCIES



**Effective instruction always includes research-based practices**. These include culturally relevant instruction, civic engagement activities, authentic assessments, and other suggestions listed in **the Best Practices section**. **Use grade level Competencies** to ensure that best practices focus on building discipline specific skills.



## Start with Standards

The concepts embedded in the five Standards are intended to be applied across all disciplines and grade-levels. So, a Kindergarten student can access the idea that “Choices have consequences” while exploring building playground rules, while a high school student might examine the relationship between government policies and their impact on individual citizens. Educators should begin their lesson and unit design by selecting one or two standards that will connect with the foundational content they wish students to uncover. Using the standard description and bulleted characteristics can help educators think of possible standard and content alignment.



## Select Content and Develop Questions

All great social studies instructional design begins with an engaging question or problem aligned to content which requires students to practice their critical thinking skills. Creating a high-quality compelling question can be difficult. And everyone seems to have a different set of criteria for what makes a question great. But all lists include three characteristics:

- The question must be “un-Googleable” – that is, students are unable to find the answer online and the question has the potential for multiple “obvious” conclusions.
- The question must be relevant to students.
- The answer must be uncovered using a variety of evidence.

Questions should be focused on foundational content knowledge that is aligned to one or more standards. For example, the teacher of the upper level US History class wants students to understand that societies experience continuity and change over time (Standard Four) and that there are clear connections between the past and present (Benchmark Three). They decide to use the early 20<sup>th</sup> Century Progressive movement to help students understand that many current government policies and regulations can be traced back to the early 1900s. They develop the following question to engage the students and measure their knowledge: *At which point should businesses run freely, and at which point should the government step in to protect workers and consumers?*

Social studies content is the vehicle for demonstrating “mastery,” not the destination. Instructional design should find a balance between problem-solving,

historical thinking/literacy skills, and student understanding of the foundational content, standards, and benchmarks.

***So, do not treat the Content Outlines and Sample Questions in the Appendices as a checklist of things that must be “covered,”– they are not state mandated nor do they act as a list of state assessment items.***

The appendices should act as a guide when districts plan curriculum and assist teachers in brainstorming lessons and units. Consider using this document along with staff expertise, personal experience, aligned learning resources, and local community values and interests to select appropriate instructional content and to develop lessons, units, questions, and assessment tasks that will lead to the future success of students.



### **Develop Tasks with Benchmarks**

The Benchmarks are intended to provide concrete and measurable historical and creative thinking skills that students will demonstrate. They should be applied appropriately across all grade-levels and content areas. Notice the scaffolding of skills from Benchmark One to Four. Benchmarks can be used to brainstorm possible lesson or unit questions, tasks, and assessments. Consider using them to develop overarching and supporting questions, authentic problem, and assessment tasks. Assessment tasks should ask students to demonstrate the academic and cognitive skills identified in the benchmark (recognize, evaluate, analyze context, draw conclusions, investigate, make connections, make a claim, and support that claim with evidence and argument).

Benchmark Three can be especially powerful as it asks students to investigate and connect past with present. Districts and classroom teachers should consider using this particular Benchmark to create relevant relationships for students. For example, middle-level US History students might be asked to uncover the relationships between early pre-civil war states' rights arguments and current government policies.



### **Curate Resources:**

Whether answering questions, solving problems, or supporting arguments, evidence is required. Instructional designs can and should include the use of a variety of primary, secondary, and tertiary sources for students to investigate.

Instructional design requires the careful and intentional selection, collection, and organization of these types of online and print resources used by students.

The skill of gathering useful online and hard copy evidence is a critical skill demonstrated by informed and knowledgeable citizens. This means educators must find the balance of providing necessary resources and training students to discover them independently.

The US History teacher in the Progressive Movement example provides photographs by Lewis Hines and Jacob Riis as an introduction to the inquiry unit. They then introduce a contemporary account of the Triangle Shirtwaist Fire. As students progress through a series of supporting questions, the instructor guides them through a process of uncovering and evaluating a variety of additional resources.



### **Integrate Reading and Writing**

Social studies inquiry involves using a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies. As they progress through the grades, students should learn more advanced approaches related to generating responses to compelling questions using evidence and argument to support their claims. Students need these skills to become informed, thoughtful, and engaged citizens. So high-quality social studies instruction develops the reading, writing, and communication skills found in the *Effective HGSS Classroom Practices Promote* section of this document. These skills include evaluation, analysis, determining bias, and the development of products that communicate solutions.

With guidance from their instructor, students studying the Progressive Movement interrogate two different texts: *The Jungle* by Upton Sinclair and *Fast Food Nation* by Eric Schlosser. They ask questions about author, date, intent, and audience while exploring context and searching for supporting evidence. Students use their findings as part of their response to the unit's compelling question.



### **Apply Best Practices Focused on Competencies**

Effective instruction must include research-based practices that go beyond lectures, outlines, worksheets, and multiple-choice assessments. For long-lasting student-

learning to occur, visitors to a social studies classroom should observe culturally relevant teaching strategies, civic-engagement activities, critical thinking, authentic assessment, multiple perspectives and other examples such as those listed in the “Effective HGSS Classroom Practices Include and Promote” section. This is the “How” of instruction and is as vitally as important as the “What.”

Lessons and units should be designed to ensure that instructional best practices are aligned to the Competencies in each grade-level appendix, as well as to the foundational content, standards, and benchmarks.

This document is not a state-mandated curriculum for how and when content is taught. These decisions are left to local districts.

# Appendices:

## **Appendices (ML=Middle-Level, UL=Upper-Level)**

**Appendix Pre-K**

**Appendix Kindergarten**

**Appendix First Grade**

**Appendix Second Grade**

**Appendix Third Grade**

**Appendix Fourth Grade**

**Appendix Fifth Grade**

**Appendix ML Ancient World History**

**Appendix ML Geography**

**Appendix ML Kansas History**

**Appendix ML US History**

**Appendix UL World History**

**Appendix UL US History**

**Appendix UL US Government**

**Appendix UL Electives**

**UL Economics Example**

**UL Geography Example**

**UL Psychology Example**

# Appendix Pre-K

# Social Studies

## Course Description

A child is born into a social environment. Children who learn about and understand life within that environment are more successful in school and life. Part of living is understanding how social institutions, such as family, community, and school affect our lives. Learning how to live and eventually work together for the good of the community and ourselves (i.e., how it all works) is the goal of social studies education. Social studies includes learning about the world in which one lives - and understanding how social institutions like one's family, culture, and community fit into a larger world. Young children need to begin their social studies education within their own family and culture, and progress to understanding other families, larger groups, communities, and cultures that influence their lives. Through daily life experiences, children will begin to understand the social concepts of choices, consequences, caring, responsibility, authority, and leadership. Young children need to understand how life works and how to incorporate that understanding into their daily lives.

## Connecting with Past Learning

There is no formal prior knowledge as this is the beginning of the formal education system. However, students should have informal prior knowledge about themselves from everyday living. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds, to help students recognize and evaluate their place in society.

## Connecting with Future Learning

The skills and competencies taught at this level will serve as background and prior knowledge for future pursuits in the discipline. In the following grades, students use their understanding of concepts like choices, consequences, caring, responsibility, authority, and leadership to connect with their role in the family. In Kindergarten, students will study self-awareness and individual experience with choices and consequences. In first grade, students will study their role as individuals in the family, school, as Kansans and Americans. In Second Grade,

students will understand their contemporary lives and self as who they are. The change in those lives over time will be recognized as *Then and Now*. In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade, they will consider how Kansas is similar and different from U.S regions.

## Culturally Relevant Pedagogy

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. "The classroom materials and equipment used to implement the curriculum (books, music, dolls, puzzles, toys, and dramatic play props) should be representative of the lives of the enrolled children and their families. Include materials that accommodate children with special needs." (National Association for the Education of Young Children, NAEYC Early Learning Program Accreditation Standards and Assessment Items).

Level	Competency
<p><b>Awareness</b> (by 6 to 18 months)</p>	<ul style="list-style-type: none"> <li>• Recognizes self and others</li> <li>• Recognizes objects in their proximity</li> <li>• Identifies objects as "mine"</li> <li>• Forms at least one secure relationship with a caregiver</li> <li>• Participates in routines</li> <li>• Demonstrates an understanding that objects and persons exist when not in sight</li> </ul>
<p><b>Appreciation</b> (by 12 to 36 months)</p>	<ul style="list-style-type: none"> <li>• Prefers certain adults</li> <li>• Begins to share and take turns with some guidance</li> <li>• Identifies family member by role (mom, dad, sister, brother, etc.)</li> <li>• Identifies things as "yours" and "mine"</li> <li>• Trades or exchanges objects with others</li> <li>• Interacts with familiar adults to communicate or solve problems</li> </ul>

<p><b>Appreciation</b> (by 12 to 36 months) (continued)</p>	<ul style="list-style-type: none"> <li>• Feels comfortable in a variety of places with familiar adults</li> <li>• Begins to more easily separate from caregiver Is concerned about the feelings of others</li> <li>• Expresses interests, acceptance, and affection for others</li> <li>• Talks about objects and people in familiar environments (e.g., home, grocery store)</li> </ul>
<p><b>Advancement</b> (by 30 to 60 months)</p>	<ul style="list-style-type: none"> <li>• Identifies leaders at home, school, and community</li> <li>• Recognizes that people must make choices because resources and materials are limited (sharing/taking turns)</li> <li>• Understands that money or objects might be exchanged for other goods or services</li> <li>• Understands that a person cannot always have what they want so choices must be made</li> <li>• Explains what is given up (opportunity cost) when a choice is made</li> <li>• Responds appropriately to positive and negative feedback</li> <li>• Recognizes that their behavior impacts others</li> <li>• Recognizes helpful and hurtful words</li> <li>• Appropriately responds to the feelings of others</li> <li>• Demonstrates the ability to be a friend</li> <li>• Creates representation of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home)</li> </ul>

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# Appendix

## Kindergarten:

### Sense of Self

#### **Focus Standard 1: Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

#### **Course Description**

Kindergarten content focuses on the *Sense of Self and the HGSS standard **Choices have consequences***. Students will study self-awareness and individual experience with choices and consequences through the major social studies disciplines of history, geography, economics, and civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of who they are so they can have a frame of reference when studying various disciplines. Students will recognize and evaluate choices to understand and analyze consequences. The standard and benchmarks focus on

instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

## **Connecting with Past Learning**

There is no formal prior knowledge required since Kindergarten is the beginning of the formal education system. However, students should have informal prior knowledge about themselves from everyday living. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds to help students recognize and evaluate their place in society.

## **Connecting with Future Learning**

The skills and content taught in Kindergarten will be used as background and prior knowledge for future pursuits in the discipline. In first grade, students use their knowledge and Sense of Self to connect with their role in the family. In second grade, students will understand their contemporary lives and self-aspects as part of their identities to the concepts of *Then and Now*, and change over time. In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade students will consider how Kansas is similar and different from U.S regions.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic’s instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### **Start with Standards:**

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Kindergarten the Focus Standard is Standard One.

1. **Choices have consequences.**



## Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards and Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So, the specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Kindergarten, disciplines may be taught in any order but the integration of

disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



### **Cultural Competencies**

The student:

- feels good about themselves without being mean or making others feel bad.
- likes being around people who are alike and different from themselves, and can be friendly to everyone.
- knows when people are being treated unfairly.
- can and will do something when they see unfairness--including telling an adult.
- says something or tells an adult if someone is being hurtful and will do their part to be kind even if they don't like something said or done.



### **Social Emotional Character Development Competencies**

The student:

- demonstrates an understanding that making mistakes is normal.
- asks for help when needed.
- demonstrates helping behaviors to those who feel hurt or sad.

### **History (H)**

In this discipline, students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

**Ideas:**            technology, customs, symbols, happiness, social group,  
                             cultural background, personal history

### Sample Compelling Questions:

- What are some of the important choices you make in class and at home, and what are the consequences?
- What things from your family and cultural background affect your classroom and school?
- Why do we have symbols in Kansas?



### History Competencies

The student:

- uses personal experience and observations to gain information.
- compares and contrasts experiences and traditions.
- identifies and predicts choices and consequences.

### Civics/Government (CG)

In this discipline, students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at home and school and why they are needed. Students will recognize appropriate classroom behaviors and identify characteristics of a friend, a helpful classmate, and a leader. They will demonstrate an understanding of self-efficacy, assertiveness, and empathy. They will recognize and demonstrate traits of being a good classroom citizen.

**Ideas:** rules, leader, authority, conflict, friends, classroom citizenship

### Sample Compelling Questions:

- Who do you listen to when making choices?
- What are important rules for the classroom that are different at home?
- How do good friends and classroom citizens act?



### Civic/Government Competencies

The student:

- follows classroom rules and agreed upon rules for discussion.
- participates in collective decision-making.

- makes choices based on understanding consequences.

## Geography (G)

In this discipline, students will be introduced to important geography concepts and how to locate major geographic features. Students will begin to identify man-made environments and natural environments of their local surroundings including home, school, and neighborhood. They will establish mental maps to help them navigate their classroom and school setting. Students will be able to describe seasons in their area and how seasonal changes affect their daily lives.

**Ideas:** location, directions, seasons, natural environment, man-made environment, home, school, neighborhood, community, Kansas

### Sample Compelling Questions:

- What are the different environments in your community?
- How does the season or where I live influence my choice of what to wear?
- Why is it important to know how to get from one location to another?



## Geographic Competencies

The student:

- creates and uses mental maps of the classroom and school.
- makes general observations about place and relative location.
- draws a map and gives directions of classroom and school.

## Economic (E)

In this discipline, students will understand that people make choices because they cannot have everything they want. People earn money to pay for what they want and need. Students will recognize needs are defined as those things that are necessary to live. They will understand that money can be used to purchase goods and services. Services are something one person does for someone else. Goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money.

**Ideas:** goods, services, wants, needs, money, earn, save, spend, resources

**Sample Compelling Questions:**

- What are the consequences of choosing wants over needs?
- What are the consequences of choosing to save instead of spend?
- How do goods and services meet our needs and wants?



**Economic Competencies**

The student:

- makes choices and understands consequences of spending and saving.
- makes choices about sharing resources with others.
- explains and gives examples about their personal wants and needs.



**Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

**Benchmarks:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

#### **Sample Resources:**

- School maps, neighborhood maps, local maps, local business people, photographs, symbol artifacts
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



### **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.

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# Appendix

# First Grade

## Families

### **Focus Standard 2: Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

#### **Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

### **Course Description**

First grade standards focus on Families *and the HGSS standard* **Individuals have rights and responsibilities**. Students will study the role of individuals in the family, school, as Kansans and Americans through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to identify with the world around them and understand their role within it

so they can have a frame of reference when studying various disciplines. Students will recognize and evaluate their rights and analyze responsibilities. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

### **Connecting with Past Learning**

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should be able to use their knowledge of self to connect to their role in the family, school, and as Kansans and Americans. Students should be able to identify the major symbols that represent Kansas. They should possess mental mapping skills to navigate classrooms and their school. Students should understand the concepts of seasons and be able to locate major geographic features. Students should be able to understand the concepts of wants and needs and the basic concept of exchanging money for goods and services. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds, to help students recognize and evaluate their place in the family and society. Students should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self.

### **Connecting with Future Learning**

The skills and content taught in First Grade will be used as background and prior knowledge for future pursuits in the social studies. In second grade, students will understand their contemporary life and self-aspects as part of their identity to the concepts of *Then and Now*, and change over time. In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade, they will consider how Kansas is similar and different from U.S regions.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

## Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards:

The five standards represent big ideas that can be applied across the social studies

disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In First Grade the Focus Standard is Standard Two.

## 2. Individuals have rights and responsibilities.



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

#### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

*All* great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons

and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In First Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



### **Cultural Competencies**

The student:

- knows and likes who they are and can talk about their family and themselves and names some of their group identities.
- knows about other people and how everyone’s lives and experiences are the same and different.
- knows their friends have many identities, but they are always still just themselves.
- speaks up or does something if people are being unfair, even if their friends do not.
- says something or tells an adult if someone is being hurtful, and will do their part to be kind even if they don’t like something they say or do.



### **Social Emotional Character Development Competencies**

The student:

- describes mistakes as normal and opportunities to learn.
- demonstrates respectful refusal skills.
- recognizes when someone needs help and offers help.

## **History**

In this discipline, students will study history through understanding the role of family. They will recognize important people in their lives, specifically family members, and investigate family history. Students will evaluate the responsibility of how different families meet their basic need for shelter today and in the past. They will investigate the responsibility of food production specific to Kansas. Students

will recognize and analyze symbols that represent the United States and Kansas, specifically as rights and responsibilities in promoting their culture. Students will gain an understanding of the meaning and purpose of national holidays and flags.

**Ideas:** family, shelter today, Native American family shelter, Early Kansas family shelter, food production, national holidays, symbols, flags

**Sample Compelling Questions:**

- What are the rights and responsibilities of family members?
- What are the responsibilities of people to the environment?
- Why do we recognize and celebrate national holidays?



## History Competencies

The student:

- creates a family timeline using multiple events.
- compares and contrasts family historical events or experiences.
- analyzes a problem or dilemma focusing on a right or responsibility.
- identifies specific rights and responsibilities from history.

## Civics/Government

In this discipline, students focus on the basic concepts of rules and laws as they apply to family, school, and being a citizen of Kansas and the United States. Students will recognize that rules have positive and negative consequences. They will explain the responsibilities that go along with rules and rights. They will investigate the shared ideals within American society such as, truth, fairness, justice, loyalty, and freedom. Students will examine personal character traits including trustworthiness, citizenship, respect, fairness, responsibility, and caring (e.g., Six Pillars of Character). They will analyze the qualities of being a leader and leadership in their home and school. They will demonstrate an understanding of self-efficacy, assertiveness and empathy. Students will analyze rights they have at home and school and understand why and how benefits are granted or taken away. They recognize that people can make rules and leaders can enforce them both at home and at school. Students will be able to identify who is the first and current president of the United States.

**Ideas:** rules, rights, responsibilities, leadership, truth, fairness, justice, loyalty, freedom, character traits, Presidents

**Sample Compelling Questions:**

- Why should we follow the rules?
- What characteristics make a place positive?
- How do character traits impact leadership?



**Civics/Government Competencies**

The student:

- participates in creating classroom rules.
- interacts and communicates with diverse partners in a responsible manner.
- examines and analyzes character traits in a successful leader (family, classroom, school).

**Geography**

In this discipline, students will recognize the purpose of maps and globes as a model of Earth and a representation of Earth’s features. They will be able to locate Kansas, the United States, and other major features on a map or globe. Students will make a map to represent a location important to them. They will map natural and man-made features of their school surroundings. They will investigate ways people depend on the physical environment to meet their needs and evaluate how the physical environment impacts their family (e.g. choices of clothing, housing, crops, and recreation). They will use their understanding about the physical environment to identify rights and responsibilities to be good stewards in maintaining or improving the quality of their environment.

**Ideas:** maps, globes, natural features, man-made features, farming, shelter, stewardship, Kansas, environment

**Sample Compelling Questions:**

- How can I make a map of a real-world place?
- What rights and responsibilities does a family have in caring for their home?
- How does taking care of the environment impact where you live?



## Geography Competencies

The student:

- describes the purposes of maps and globes and use them to locate major features.
- identifies their own home address and locations important to them.
- draws a map with man-made and natural features.

## Economic

In this discipline, students will recognize that people and families cannot have everything they want so they must make choices. They will investigate that choices made by a family are based on wants and needs and available resources. Students will understand that people earn money to meet needs and wants. They will evaluate the concept of exchange and how families use money to purchase goods and services. Students will analyze the benefits to themselves and a family of saving money in a bank for future needs and wants. They will explore the responsibilities of various jobs.

**Ideas:** wants, needs, choices, resources, goods, services, savings, spending, earning, sacrifice, community

### Sample Compelling Questions:

- What do people gain when they save and what do they sacrifice?
- How do goods and services in your community affect your family?
- How can people work together to meet their needs and wants?



## Economic Competencies

The student:

- describes a responsibility in providing wants and needs.
- describes responsibilities of jobs they might like to have.
- understands the concept of ownership and associated responsibilities.



## Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmarks:

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.



## Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### Sample Resources:

- Maps, local business people, photographs, symbol artifacts, flags
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



## Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



## **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.

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# Appendix

## Second Grade

### Then and Now

#### **Focus Standard 4: Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

#### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

#### **Course Description**

Second grade standards focus on Then and Now *and the HGSS standard Societies experience continuity and change over time.* Students will study the role of past and present ideas, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of Then and Now as a framework when studying various disciplines. Students will recognize and evaluate how societies are shaped to understand and analyze change over time. The standard and benchmarks focus on instruction that

integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

### **Connecting with Past Learning**

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should be able to use their knowledge of self to connect to their role in the family, school, and as Kansans and Americans. Students should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self and family. Students should recognize and be able to evaluate their rights to understand and analyze responsibilities. They should be able to explain responsibilities citizens have to their environment and the impact our environment has on basic needs. Students should have a basic understanding of the HGSS Standard Two, Rights and Responsibilities, in relation to self and family. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds, to help students recognize and evaluate their place in the family and society.

### **Connecting with Future Learning**

In second grade, students will understand their contemporary life and self-aspects as part of their identity to the concepts of *Then and Now*, and change over time. In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade they will consider how Kansas is similar and different from U.S regions.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

## Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

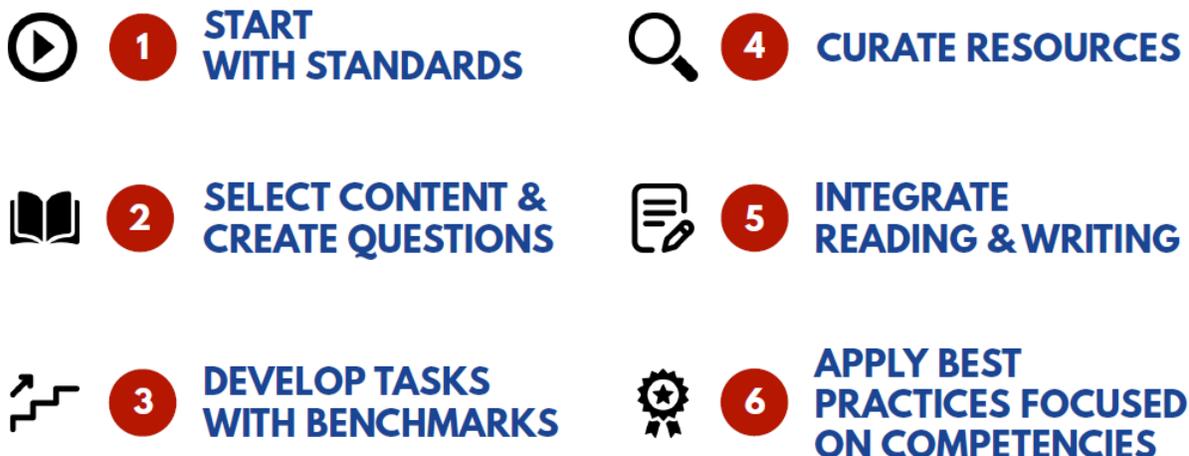
But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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### INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.





## Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Second Grade the Focus Standard is Standard Four.

### 4. Societies experience continuity and change over time.



## Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide. State performance assessments will measure students’ ability to integrate content as part

of their understanding of the *Standards and Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Second Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



### **Cultural Competencies**

The student:

- talks about interesting and healthy ways that some people, who share their group identities, live their lives.
- knows about their family history and culture and about current and past contributions of the people in their main identity groups.
- wants to know about other people and how everyone’s lives and experiences are the same and different.
- knows some true stories about how people have been treated badly because of their group identities, and recognize why it’s unfair.
- cares about those who are treated unfairly.



### **Social Emotional Character Development Competencies**

The student:

- approaches a challenging task understanding that ability grows with effort.
- communicates needs or wants to adults in a respectful manner.
- demonstrates an awareness of others’ feelings and perspectives.

## History

In this discipline, students will recognize and evaluate how societies change over time to analyze and draw conclusions about past and present societies. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily lives today using examples from the United States and the world. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.

**Ideas:** pioneers, local Native American tribes, family, past and present, society, symbols, transportation, communication, inventions, immigration, local landmarks, US Capitol, State Capitol

### Sample Compelling Questions:

- How do ideas, beliefs, and practices help societies change?
- How do ideas, beliefs, and practices of individuals and groups change over time?
- If we live in the present, why should we care about the past?



## History Competencies

The student:

- compares societies in the past to societies today using primary and secondary sources.
- compares different accounts of the same event within a society.
- describes the connections between historical events and other relevant ideas and concepts from various perspectives.

## Civics/Government

In this discipline, students will understand the basic concepts of rules and laws as they apply to past and present societies. Students will recognize that all citizens have responsibilities. They will identify and demonstrate key attributes of good citizens in a society and analyze what makes a good leader for their society. They will demonstrate an understanding of self-efficacy, assertiveness, and empathy. Students will recognize that many rights in America today and in the past are from the United States Constitution. They will use their knowledge about rights and

citizenship to create rules for their classroom.

**Ideas:** citizenship, rights, responsibilities, privilege, patriotism, tolerance, shared ideals, character traits, respectful discourse, US Constitution

**Sample Compelling Questions:**

- How do the choices of individuals affect a society?
- Does it matter how rules are created and leaders are chosen?
- What causes change in a society?



**Civics/Government Competencies**

The student:

- describes the roles of people in authority within past and present societies.
- explains how rules can shape societies.
- explains how people work together to accomplish common tasks in past and present societies.

**Geography**

In this discipline, students will make and use maps. They will describe places and the interactions and relationships between physical and human geography. Students will observe and record geographic information to describe how the practices of individuals and groups impact environments and how those impact change in the society.

**Ideas:** mapping, human geography, physical geography, cardinal directions, cartography, local geography

**Sample Compelling Questions**

- How does the way land is used shape a community?
- What effect do people have on their environment?
- How is our environment shaped and changed?



## Geography Competencies

The student:

- describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
- uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
- observes and records geographic information.

## Economic

In this discipline, students will recognize and evaluate how economies change over time and analyze and draw conclusions about past and present societies. They will understand how available resources influence choices in societies. They will investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen to improve society. Students will draw conclusions about how people meet their wants and needs as societies change and progress.

**Ideas:** scarcity, resources, choices, consumer and producer, savings and spending, investing, goods and services

### Sample Compelling Questions:

- How does adding or removing resources change the local economy?
- What factors create a healthy economy?
- How does the economy determine how you live?



## Economic Competencies

The student:

- recognizes that scarcity of something increases its value (supply and demand) in past and present societies.
- explains how scarcity necessitates decision-making.
- compares and contrasts the need or use of barter/trade and money in past and present societies.



## Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmark:

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.



## Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### Sample Resources:

- Maps, local and state business people, photographs, artifacts
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



## Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



## **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.

(Back to Appendices)

# Appendix

## Third Grade

### Community

#### **Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of Individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

#### **Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## Course Description

Third grade standards focus on Communities and local history *and the HGSS standard Societies are shaped by the identities, beliefs, and practices of individuals and groups*. Students will study the role of societal change due to individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of community as a framework when studying various disciplines. Students will recognize and evaluate how societies are shaped to understand and analyze identities, beliefs, and practices of individuals and groups. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

## Connecting with Past Learning

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self, family, and community. Students should recognize and be able to evaluate their rights to understand and analyze responsibilities. They should be able to explain responsibilities citizens have to their environment and the impact our environment has on basic needs. Students should have a basic understanding of the HGSS Standard Two, Rights and responsibilities, in relation to self and family from first grade. Students should have basic mapping skills and understand HGSS Standard Four, Societies experience continuity and change over time from second grade. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds to help students recognize and evaluate their place in the family and society.

## Connecting with Future Learning

In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade they will consider how Kansas is similar and different from U.S regions. In Fifth Grade they will explore American history from early times-1800.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level Appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**

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### Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Third Grade the Focus Standard is Standard Three.

- 3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.**



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

**Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Third Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



## Cultural Competencies

The student:

- knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places.
- wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
- recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same.
- works with friends and family to make our school and community fair for everyone.



## Social Emotional Character Development Competencies

The student:

- identifies times when their effort and energy were strong and times when it was lacking.
- demonstrates the ability to express feelings in a respectful manner.
- describes the importance of understanding perspective.

## History

In this discipline, students will recognize and evaluate how identities, beliefs, and practices of individuals and groups shape society. They will analyze how their hometown, a major city in Kansas, and other cities of the world are perceived and function today. Students will understand the motivation and accomplishments of notable individuals and groups, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their hometown. Students will investigate the significance of events, holidays, and ceremonies that are important to their community.

**Ideas:** hometown, major cities, early settlers, entrepreneurs, local events, local holidays, local ceremonies, culture, identity

### Sample Compelling Questions

- How do customs and cultural traditions shape your community?
- How and why is your community different from others?
- Why do people choose to live in your community?



### History Competencies

The student:

- creates and uses a timeline of their community.
- describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
- uses information to frame important historical questions.
- evaluates events from multiple perspectives.

### Civics/Government

In this discipline, students will determine how people can participate in local government and analyze why choosing to participate is important. Students will investigate ways that citizens can fulfill their civic duty such as by engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military. They will demonstrate an understanding of self-efficacy, assertiveness and empathy. Students will examine the services provided by local governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of local governments. They will recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and United States Constitution. Students will define the rule of law as it applies to individuals, family, school, and local governments. Students will recognize and evaluate how identities, beliefs, and practices of individuals and groups are protected under their state constitution.

**Ideas:** civic values and duties, local government, common good, volunteering, identities, beliefs, practices, rights and responsibilities, community service, state constitution, bias

**Sample Compelling Questions:**

- How do laws represent the identities, beliefs, and practices of individuals and groups in a community?
- How do identities, beliefs, and practices impact community participation?
- What opportunities are available for all individuals to participate equally in your community?

**Civics/Government Competencies**

The student:

- seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
- demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- identifies common problems or needs within the school or community and takes informed action.

**Geography**

In this discipline, students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities. Students will compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, political, and social characteristics. Students will recognize and evaluate the importance of a prominent immigrant group in their community focusing on identity, beliefs, and practices that brought groups to the area. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to their town/city, and compare that Kansas settlement with immigrant settlements in other cities.

Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information. They will identify major landforms, bodies of water, and natural resources in their community, Kansas, and the world. They will distinguish physical features and political features of a map. Students will identify and compare the location, climate, and ecosystems of their town/city to others in the world. They will compare characteristics among rural, suburban, and urban communities, such as types of

housing, agricultural activities, fuel consumption, recreation population density, and jobs. They will analyze how identities, beliefs, and practices shape communities.

**Ideas:** community, local immigration, Kansas immigration, geographic tools, physical and political features, local landforms, local bodies of water, local natural resources, local climate, local ecosystems, rural, suburban, urban, population density, human characteristics

### Sample Compelling Questions:

- How can a community develop within a community?
- How do identities, beliefs, and practices determine where people develop communities?
- What important physical and human characteristics create the identity of your community?



## Geography Competencies

The student:

- observes, explores, and compares human and physical characteristics of the community to create maps.
- reads maps to analyze change in a community.
- creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale.

## Economic

In this discipline, students will recognize that limited resources require people to make choices to satisfy their wants for goods and services. They will consider how people's wants and needs are determined by identities, beliefs, and practices which determine spending and saving decisions. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They will consider the role the market economy has on travel between communities. They will examine the reason for economic specialization and how that leads to trade between communities. They will understand that when borrowing money, the consumer is receiving credit that must be repaid. Students will explore what goods and services in their community are paid for by taxes. Students will explore the consequences of borrowing and lending.

**Ideas:** limited resources, market economy, opportunity cost, economic specialization, trade, borrowing and lending, credit, taxes, spending and saving

### Sample Compelling Questions

- How does a community's beliefs, ideas, and practices help them make decisions about money?
- How do individuals and groups influence the economy?
- Why do communities need each other?



### Economic Competencies

The student:

- explains how location impacts supply and demand.
- analyzes the cost benefit of a community decision.
- recognizes opportunity costs.



### Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments both, local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

#### Benchmark:

- 3.1 Recognizes and evaluates how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 Analyzes and draws conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 Investigates the identities, beliefs, practices of individuals and groups.
- 3.4 Uses their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim and support that claim with evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by

making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

#### **Sample Resources:**

- Local maps, local and state business people, photographs, artifacts, local archives, community members, community groups
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



### **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments, and other suggestions listed in the Effective HGSS Classroom Practices section.

(Back to Appendices)

# Appendix

## Fourth Grade

### Kansas and Regions of the United States

#### **Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

#### **Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

#### **Course Description**

Fourth grade standards focus on Kansas and Regions of the United States and local history *and the HGSS standard* **Relationships among people, places, ideas, and environments are dynamic**. Students will compare the regions of the US through the major social studies disciplines of history, geography, economics, and

civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of community as a framework when studying various disciplines. Students will recognize and evaluate how societies are shaped to understand and analyze identities, beliefs, and practices of individuals and groups. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

### **Connecting with Past Learning**

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self, family, and community. Students should recognize and be able to evaluate their rights to understand and analyze responsibilities. They should be able to explain responsibilities citizens have to their environment and the impact our environment has on basic needs. Students should have a basic understanding of the HGSS Standard Two, Rights and Responsibilities, in relation to self and family from first grade. Students should have basic mapping skills and understand HGSS Standard Four, Societies experience continuity and change over time from second grade. Students should possess understanding of a market economy and changes within their local community. They should be able to evaluate Standard Three; Societies are shaped by the identities, beliefs, and practices of individuals and groups from Third Grade. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds, to help students recognize and evaluate their place in the family and society.

### **Connecting with Future Learning**

In Fourth Grade, they will consider how Kansas is similar and different from regions of the United States. The skills and knowledge gained at this grade-level will prepare students for future learning around Kansas history and geography in the middle grades.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to

education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

## Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



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WITH STANDARDS**



4

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2

**SELECT CONTENT &  
CREATE QUESTIONS**



5

**INTEGRATE  
READING & WRITING**



3

**DEVELOP TASKS  
WITH BENCHMARKS**



6

**APPLY BEST  
PRACTICES FOCUSED  
ON COMPETENCIES**



## Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Fourth Grade the Focus Standard is Standard Five.

5. **Relationships among people, places, ideas, and environments are dynamic.**



## Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Fourth Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



### **Cultural Competencies**

The student:

- explains their family history and culture, and about current and past contributions of people in their main identity groups.
- uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
- describes how life is easier for some people and harder for others based on who they are and where they were born.
- works with their friends and family to make their school and community fair for everyone, and works hard and cooperates to achieve goals.



### **Social Emotional Character Development Competencies**

The student:

- provides examples of how effort relates to accomplishing a challenging task and demonstrates the concept regularly.
- demonstrates the ability to express their wants, needs, thoughts, and feelings while respecting what others want, need, think, and feel.
- demonstrates listening strategies.

## History

In this discipline, students will recognize and evaluate the significant relationships of people and events that shaped Kansas and United States regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable individuals or groups in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and the Pony Express Route on the development of regions in the United States and compare these routes with transportation routes in other regions of the country.

**Ideas:** Kansas, transportation systems, trail systems, emigration, civic and cultural leaders, explorers, entrepreneurs, United States regions,

### Sample Compelling Questions

- What factors determine the identity of a region?
- What impact does immigration have on a region?
- How are significant accomplishments, events, people, or inventions recognized in a region?



### History Competencies

The student:

- frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
- analyzes multiple perspectives.
- recognizes the source and context of primary sources.
- understands relationships among people, places, ideas, and environments determine regions of the United States.

## Civics/Government

In this discipline, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine the individual's role as a citizen of their community, Kansas, and the United States. They will determine how people can participate in each level of government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their

civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

Students will examine the services provided by state and national governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and United States Constitution. Students will recognize and evaluate the shared ideals in the United States and the relationships among people, places, ideas, and environment for each region of the United States.

**Ideas:** rights and responsibilities, citizenship, civic duty, levels of government, Kansas Constitution, United States Constitution, community service

### Sample Compelling Questions

- How does a citizen affect change in government?
- How could the active engagement of a citizen impact society?
- How do relationships among people, places, ideas, and environment influence state and national laws?



### Civics/Government Competencies

The student:

- explains how individuals demonstrate good citizenship skills.
- takes responsibility for obeying rules and helping others.
- participates in group decision-making through consensus.
- engages effectively in a range of collaborative discussions with diverse partners, building on the ideas of others, and expressing their own clearly.

### Geography

In this discipline, students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas and then in relation to the United States regions. Students will compare and contrast the Kansa with one prominent tribe from each region in the United States in the context of their geographic, cultural, political, and social characteristics. Students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the

relationship among people, places, ideas, and environment in influencing the immigrant group's choice of settlement location, investigate its economic and cultural contributions to Kansas, and compare that Kansas settlement with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and Regions of the United States, such as languages, customs, economic activities, and food.

Students will use maps, graphic representations, tools, and technologies to analyze the regions of the United States. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of Kansas and to the regions of the United States. They will draw conclusions about the relationships among people and their environment that determine the location of human activities. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and nonrenewable resources.

**Ideas:** Kansas, United States regions, Kansas, geographic characteristics, cultural characteristics, political features, physical features, social characteristics, immigration, human characteristics, absolute location, renewable and nonrenewable resources, ecosystems

### Sample Compelling Questions

- How does the physical environment, climate, and ecosystems influence the way people live?
- How do people decide who has the right to use renewable and nonrenewable resources of a region?
- How did immigrant groups impact the region they inhabited?



### Geography Competencies

The student:

- uses mapping skills to identify people, places, and environments in the regions of the United States.
- reads various types of map grid systems, symbols, legends, scales, etc.
- determines absolute and relative location of places.
- uses charts, graphs, and tables to gather information.

## Economic

In this discipline, students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and other United States regions to draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur. Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.

**Ideas:** opportunity cost, market economy, natural resources, capital resources, human resources, producer and consumer, saving and spending, economic specialization, taxes, entrepreneur

### Sample Compelling Questions

- How do goods produced in Kansas impact the lives of people in other regions of the United States?
- How does the availability of natural resources result in different economic choices across Kansas and Regions of the United States?
- How do the relationships among people, places, ideas, and environments impact a market economy?



### Economic Competencies

The student:

- explains the production, distribution, and consumption of a product.
- discusses opportunity cost in regards to choices made in different regions of the country.
- defines the characteristics of a market economy (private property, voluntary exchange, competition, etc.).



## Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmarks:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



## Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### Sample Resources:

- Kansas maps, local and state business people, photographs, artifacts, local archives, community members, community groups, US maps
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



### **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.

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# Appendix

## Fifth Grade

### US History: (Beginnings through 1800)

## **Kansas History, Government, and Social Studies Standards**

### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The fifth-grade course-of-study begins with the introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics, and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the Fifth Grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today.

**Connecting with Past Learning**

Students should possess a general understanding of basic social studies concepts such as economics, cultural and physical geography, civics/government, and history. They should have experience with the *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

This course should build on prior student-learning of the basic concepts of social studies. This should include the locations of the western hemisphere and North America and more specifically, the regions and states of the United States. Students should be able to apply the concepts of significant people, ideas, and events to the study of early America. They should be familiar with economic concepts such as supply and demand, opportunity costs, production of goods and services, and the use of natural, capital, and human resources. Students should understand civics concepts, which include the roles, rights, and responsibilities of a member/citizen of a family, school, Kansas, and the United States.

## **Connecting with Future Learning**

In sixth grade, students will learn about many of the same social, political, and economic concepts introduced in Fifth Grade but applied to a different geographic region and culture. Foundational knowledge and skills taught in Fifth Grade are essential for success in middle school. Recurring themes are: the expanding role of the federal government, the continuing tension between the individual and the state and between minority rights and majority power, the conflict over slavery, push/pull factors of immigration, and the contentious interaction with Native Americans.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their

world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

**Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Societies of the North America: Lands and People: Ancient—1400s
- Exploration and Conflict: 1000s–1600s
- Colonization: 1600s–1760s
- The Road to Independence: 1750s–1770s
- The American Revolution: 1770s–1780s
- Building a New Nation: 1770s–1790s

## Instructional Narrative and Content Outline

*This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the Founding Fathers without also learning about Alexander Hamilton and Thomas Jefferson so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.*

### **Societies of North America: Lands and People: Ancient—1400s**

Students consider the diversity of the various Native American nations in what is today the United States and their unique experiences before contact from others outside North America. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on past and current American society.

**Ideas:** migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America

#### **Sample Compelling Questions**

- What defines a people?
- How do beliefs and history identify a culture?
- Why do people change the way they live?
- Why were natural resources a common cause of conflict among Native American cultural groups?

### **Exploration and Conflict: 1000s–1600s**

This period begins with the encounters between Native Americans and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration, and settlement of North America. Students will analyze the competing interests of European nations and their Native American counterparts.

**Ideas:** technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity

**Sample Compelling Questions:**

- What were the consequences of European exploration?
- What were the perceived rights of the explorers and how did they impact the rights of the Native Americans?
- How did the differing beliefs of Native Americans and European nations contribute to conflict?
- What was the impact of the conflict between Europeans and Native Americans on the people of North America?
- How have the outcomes of these conflicts impacted Native American groups today?

**Colonization: 1600s–1760s**

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

**Ideas:** wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy

**Sample Compelling Questions**

- Why would a person choose to be an indentured servant?
- Which colony was the most democratic?
- How did the beliefs, ideas, and practices of the Puritans lead to religious freedom in the United States?
- How did the various colonies change and adapt over time?
- How did the relationship with the Native American groups impact the colonies?

**The Road to Independence: 1750s–1770s**

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The

geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

**Ideas:** taxation without representation, independence, alliance, natural rights, Enlightenment, monarchy

### **Sample Compelling Questions**

- What were the consequences of the choice by some colonists to resist British policies?
- How were the rights of colonists different from those of citizens living in Britain?
- Were the signers of the Declaration of Independence traitors?
- How did the American economy, geography, and politics impact Britain's ability to govern?

### **The American Revolution: 1770s–1780s**

The American Revolution cast a vision for a nation founded upon revolutionary ideas. Students will construct an understanding of colonial efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

**Ideas:** independence, self-government, freedom, liberty, equality, revolution

### **Sample Compelling Questions**

- Was the American Revolution avoidable?
- What are the revolutionary rights laid out in the Declaration of Independence?
- Would you have been a Tory or a rebel?
- Did winning the Revolutionary War create revolutionary changes for Americans?
- Why was France a colonial ally during the Revolutionary war?

## **Building a New Nation: 1770s–1790s**

The post-revolutionary period in the United States is a critical moment in United States history. During this era, the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

**Ideas:** individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states' rights, US Constitution

### **Sample Compelling Questions**

- What were the choices and consequences faced by the writers of the Constitution over the issue of slavery?
- How does the Bill of Rights affect individuals today?
- What voices were missing from the Constitutional Convention?
- What changed after the Constitution was ratified?
- Was the government developed under the Constitution an effective and efficient system?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

#### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to

investigate. This includes both teacher-provided resources, as well as those discovered by students.

**Sample Resources:**

- Kansas maps, local and state business people, photographs, artifacts, local archives, community members, community groups, US maps
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame

**Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the [Effective HGSS Classroom Practices](#) section. Students need these skills to be effective citizens.

**Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.

**Fifth Grade Competencies**

In grades K-4, the competencies are discipline-specific and are located within each discipline section of the respective document. Fifth grade is a transition-year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in Fifth Grade they should begin to apply the principles of interpretation in their work. Student assessment should include evaluation of the student competencies listed below.

## **History Competencies**

The student:

- discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
- discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
- identifies corroboration or points of agreement or disagreement across multiple sources.
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## **Civics/Government Competencies**

The student:

- distinguishes the responsibilities and powers of the branches of government.
- discusses key United States Constitutional concepts and principles.
- explains how people make rules to create responsibilities and protect freedoms.
- applies civic virtues and democratic principles in the school setting.
- identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
- participates appropriately in discussions with individuals with whom they disagree.

## **Cultural**

The student:

- demonstrates pride about their identity without making someone else feel badly about who they are.
- identifies and connects to other people and knows how to talk, work, and play with others even when they are different or when they disagree.
- understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- pays attention to how people (including themselves) are treated, and tries to treat others how they like to be treated.

### **Economic Competencies**

The student:

- asks economic questions.
- analyzes economic information from a variety of sources.
- answers economic questions by organizing and presenting economic information in various modes of communication.
- demonstrates economic decision-making skills.

### **Geography Competencies**

The student:

- asks geographic questions.
- acquires geographic information from a variety of sources.
- organizes and presents geographic information using a variety of methods and resources.
- analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

### **Social Emotional Character Development**

The student:

- demonstrates ways to increase their own self-confidence when facing challenging tasks.
- explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life.
- demonstrates understanding and perspective by asking questions in a respectful manner.

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# Appendix

## Middle-Level

### Ancient World History:

(Beginnings to 1300 CE)

#### **Kansas History, Government, and Social Studies Standards**

##### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

##### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

##### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and*

*responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with

contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*

- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The Ancient World History course covers the period from the birth of the river civilizations to approximately 1300 CE. Students will examine the development of civilizations. The course will include a discussion of characteristics of civilizations including the development of agriculture, governments, division of labor, social hierarchies, and culture. Students will focus on causes, effects, and turning points in the rise and fall of various civilizations. They will investigate major religions and their impact on governments, society, and culture. The course will include an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today.

**Connecting with Past Learning**

Students should possess a general understanding of social studies concepts related to geography, economics, and civics/government through their studies in elementary grades. Students will build on their understanding of history as a discipline from their study of American history in Fifth by applying this understanding to the content of Ancient World History. They should have experience with the *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

**Connecting with Future Learning**

Students will be asked in high school to continue their study of world history to

modern times. They will build on concepts of geography, economics, civics/government and history learned in their Ancient World History course to understand contemporary events. The skills and content learned at this grade-level will be used as background and prior knowledge for their study of modern world history.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**

---



### **Start with Standards:**

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### **Select Content and Develop Questions:**

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their

world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So, the specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Early River Civilizations
- Civilizations and Societies of the Mediterranean and Middle East
- Sub-Saharan African and Southern Asian Civilization
- East Asian Civilizations
- Central and South American Civilizations
- European Civilizations

## Early River Civilizations

Students should focus on the developments of the early river civilizations of Mesopotamia, Egypt, India, and China. The unit should discuss the impact of geographic locations and resources in terms of water and rivers on the development of early civilizations. Particular focus should be placed on the development of government institutions, culture, religion/philosophy, and cross-cultural trade.

**Ideas:** writing, agriculture, religion, conflict & conquest, polytheism, monotheism, Judaism, Islam, Hinduism, Confucianism, Buddhism, government, codifying laws (Hammurabi's Code), caste system, Mandate of Heaven, Right of Kings

### Sample Compelling Questions

- Is the ruler above the law?
- Do rights matter?
- What makes a rule/law just?
- How does religion shape society?
- How were rivers important?

## Civilizations and Societies of the Mediterranean and Middle East

Students should trace the development of Greek, Roman, Islamic, and North African Civilizations and societies and their impact across the globe. The focus of this unit should cover the continuation and further development of societies. This may include, how and why changes happened in these societies, noting the rise and fall of governments, development of culture, and the influence of cross-cultural exchanges.

**Ideas:** Direct-democracy, representative-democracy, theocracy, monarchy, oligarchy, Trans-Saharan caravan routes, Silk Road, Judaism, Christianity, Islam, Caliphate, Islamic Golden Age, Abbasid Empire, Ibn Battuta

### Sample Compelling Questions

- If you got to choose, what kind of government would you like to live under?
- What responsibilities might be different for a citizen if they lived in a theocracy or a monarchy?
- Does identity impact one's rights in society?

- How might religion define or refine a society over time?
- How did the rapid rise of Islam impact the existing religions in the region into which it spread?

### **Sub-Saharan African and Southern Asian Civilization**

Students should trace the advancement of civilizations and societies in Sub-Saharan Africa and Southern Asia. Instruction should focus on how these societies developed and formed complex political systems and cultural practices that were unique to the region. Students should construct an understanding of how the cross-cultural exchanges amongst societies, specifically those in North Africa, the Middle East, and East Asia, impacted the development of their own civilizations and societies.

**Ideas:** Great Zimbabwe, Bantu Migration, Pagan Empire, Angkor Wat, Gupta Empire, Mali & Askum Empires, Indian Ocean Trade and Caste System

#### **Sample Compelling Questions**

- Why do people choose to migrate?
- How does a caste-like system help governments to rule?
- What is the impact of having assigned roles in society?
- How might trade change a society?
- What is the relationship between geography and the need to trade?

### **East Asian Civilizations**

Students should trace the further advancement of civilizations and societies of East Asia. Instruction will examine the impact of geography on how these dynasties and empires grew and the impact it had on culture. They should investigate the innovations of East Asian civilizations and how these ideas were transmitted through cross-cultural exchanges to other parts of the world.

**Ideas:** Genghis Khan, Mongol Invasion, Taihō Code, Grand Canal, Heian Literature, Porcelain, Goryeo, Wu Zetian (Empress Wu)

#### **Sample Compelling Questions**

- How did geography help determine the power and influence of a dynasty?
- Why is a code of laws important?

- What role did women play in these societies?
- How did these empires change the way we live today?
- Is the role of soldier/warrior different today?

### **Central and South American Civilizations**

Students should construct an understanding of civilizations across Central and South America. Instruction will compare and contrast civilizations of Central and South America, examining the impact of geography on the culture and way of life of these civilizations. They will investigate religion, family and social structure, government, trade, and innovations of the Mayas, Aztecs, and Incas. They will examine the causes of the decline and conquest of these civilizations.

**Ideas:** calendars, astronomical observatories, division of labor

#### **Sample Compelling Questions**

- How do people determine who has what job?
- Does a civilization's culture end with conquest?
- How do religious practices change societies?
- Why do civilizations die?
- Is conquest ever justified?

### **European Civilizations**

Students should construct and understanding of the advancement and spread of civilizations in Europe. Students will recognize the influence of the Christian church on the small kingdoms of Europe after the fall of the Roman Empire. Instruction will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades and will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. They will evaluate the impact of the Black Death on European society.

**Ideas:** Great Schism, feudalism, chivalry, crusades, missionaries, parliament, plagues, Charlemagne, Magna Carta

#### **Sample Compelling Questions**

- Why did people choose to fight in the Crusades?
- What did the Crusades have to do with perceived rights and responsibilities?
- What difference does it make what church you belong to?

- How did the bubonic plague change Europe?
- Can “the people” be trusted to rule?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

#### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks through three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

#### **Sample Resources:**

- National Archives and Records Administration, Library of Congress, Internet History Sourcebook, Smithsonian Learning Lab, World Digital Library
- National historical sites and national Halls of Fame



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



## Apply Best Practices:

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.



## Middle-Level Competencies

### History

The student:

- analyzes and interprets a variety of texts and media.
- describes what sourcing a document is and communicates its importance in historical terms.
- describes and communicates what context is and its importance in understanding history.
- demonstrates historical knowledge about a time period or era by demonstrating significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.

### Civics/Government

The student:

- demonstrates the connection to personal interest, civic virtue, and democratic principles in their own life.
- uses personal standards and fact-based criteria to make judgments about positions on an issue and then to take a position on that issue.
- explains the origins and structures defined by the United States Constitution and compares those structures to those of other political systems.

### Cultural

The student:

- describes aspects of personal identity and respects differences in the identities of others.

- investigates other people’s histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.
- recognizes and describes unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
- demonstrates empathy when people (including self) are mistreated or excluded because of their identities.

### **Economic**

The student:

- gathers and organizes economic information from a variety of sources.
- analyzes and interprets economic information.
- draws conclusions and answers economic questions.

### **Geography**

The student:

- asks geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts.
- gathers and organizes geographic information from a variety of sources.
- analyzes and interprets geographic information.
- draws conclusions and answers geographic questions.
- demonstrates understanding of the relationship between local environment, and human political and economic activity.

### **Social Emotional Character Development**

The student:

- describes how ability can grow with effort.
- demonstrates the ability to respond to different points of view respectfully.
- demonstrates questioning as a way to increase their understanding of other’s feelings and perspectives.

(Back to Appendices)

# Appendix

# Middle-Level

# Geography

## **Kansas History, Government, and Social Studies Standards**

### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The middle-level geography course should familiarize students with their world using the content topics. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention should be given to the most essential skills and knowledge of the discipline. Instruction should feature examples from a variety of geographic regions. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Students can apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States. They should be familiar with United States History prior to 1800 and World History to about 1300. They should have experience with the Effective HGSS Classroom Practices and should be aware of the discipline's ways of thinking or *habits of mind*.

**Connecting with Future Learning**

Students will be asked to link their understanding of geography with events in

future integrated courses such as World and United States History. This understanding will provide needed background knowledge in other courses such as literature, science, and other technical subjects. The skills and content taught at this grade-level may be used as background and prior knowledge for future pursuits in geography. Critical components of their experience in middle-level geography should include reading, writing, and speaking about geography. Students should become familiar with specific *habits of mind* that make up the HGSS disciplines. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



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**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### **Start with Standards:**

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



## Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of geography rather than simple acquisition of content knowledge.

- Introduction to Geography
- Physical Geography: The Earth and Landforms
- Physical Geography: Physical Systems
- Human Geography: Culture
- Human Geography: Government, Economics, and Religion
- Human Interactions with the Earth and Environment

### **Introduction to Geography**

Students should address geographic elements, the National Geography standards, and the National Council for the Social Studies (NCSS) Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world.

**Ideas:** physical geography, human geography, place, location, regions, physical systems, human systems, environment, themes of geography

### **Sample Compelling Questions**

- How do geographers look at the world?
- How might the rights of people be affected by geography?
- How did differing ideas about the earth's geography impact development?
- How have absolute and relative location changed over time?
- How does physical and human geography impact my life?

### **Physical Geography: The Earth and Landforms**

***This content topic may have significant overlap with science instruction grades 6—8. Collaboration and coordination of curricular design with science is recommended.***

Students should be introduced to physical geography with a concentration on physical features. They should be able to analyze the characteristics of physical geography and apply this analysis to their world. Students should address geographic elements, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world.

**Ideas:** surface forces, physical features, Earth's structure, subterranean

forces, the water cycle, supply and scarcity, climate zones, climate change

### Sample Compelling Questions

- What is the impact of physical systems on choices people make on where they live?
- In what ways does scarcity of resources impact the rights of citizens in a region?
- How do ideas and beliefs about resources impact the daily lives of people in a given region?
- How might the current physical and ecological processes impact Earth and its inhabitants in the future?
- How do surface forces and weather impact other physical systems?

### Physical Geography: Physical Systems

***This content topic may have significant overlap with science instruction grades 6—8. Collaboration and coordination of curricular design with science is recommended.***

Students should be introduced to physical geography with a concentration on physical systems. They should address geographic elements, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world.

**Ideas:** orbit, rotation, revolution, sun, planets, seasons, ecosystems, natural resources, renewable and nonrenewable resources, energy

### Sample Compelling Questions

- What would be the consequences of a different earth orbit, rotation, or revolution?
- What are the global responsibilities for managing the physical environment?
- How might beliefs and ideas about energy impact the world's resources?
- How are the physical systems changing?
- What factors contribute to creation of various ecosystems?

### **Human Geography: Culture**

Students should be introduced to human geography with a concentration on culture. They should address geographic elements, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

**Ideas:** culture groups, culture traits, race, ethnicities, languages, cultural diversity, cultural diffusion, population patterns, population growth, demographics, movement, immigration, migration

#### **Sample Compelling Questions**

- What types of choices influence the development of a culture?
- How are rights defined within a culture?
- How does the diversity within a region impact its cultural development?
- What are the most critical factors in bringing about cultural change?
- What is the impact of climate and resources on culture?

### **Human Geography: Government, Economics, and Religion**

Students should be introduced to human geography with a concentration on government, economics, and religion. They should address geographic elements, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze these characteristics of human geography and apply this analysis to their world.

**Ideas:** democracies, monarchies, dictatorships, oligarchies, military states, command economy, market economy, mixed market economy, communism, socialism, impact of religion on development, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, etc.

#### **Sample Compelling Questions**

- How do religious and economic choices affect a region's political systems?

- What role do individual rights play in political, economic, and religious systems?
- How do political, economic, and/or religious beliefs shape a culture?
- What system would be easiest to change: political, economic, or religious?
- What tension exists between political, economic, and religious systems within a culture?

### **Human Impact on the Earth and Physical Systems**

Students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between human and physical systems and implications of those relationships. Students should address geographic elements, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

**Ideas:** adaptation, industrialization, technology, energy, resources, consumption, production, waste, changing the physical environment, pollution, climate change, globalization

### **Sample Compelling Questions**

- What are the critical factors on people's decisions on where to live and work?
- What are the responsibilities of land ownership and management?
- How will current ideas about resource management impact the world of the future?
- What critical changes are required to improve the health of the planet?
- How does change in world population impact the geographic landscape?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### **Sample Resources:**

- National Geographic Education, On-line map resources, On-line virtual reality (VR) resources, geographic information system (GIS), Royal Geographic Society (UK)



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the *Effective HGSS Classroom Practices* section. Students need these skills to be effective citizens.



### **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the *Effective HGSS Classroom Practices* section.



## Middle-Level Competencies

### Geography

The student:

- asks geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts.
- gathers and organizes geographic information from a variety of sources.
- analyzes and interprets geographic information.
- draws conclusions and answers geographic questions.
- demonstrates understanding of the relationship between local environment, and human political and economic activity.
- constructs maps to describe spatial and cultural patterns.
- uses technology and other representations to explain relationships between geographic and/or political areas.
- discusses possible reasons for differences between areas with similar environments yet distinctly different cultures.

### Civics/Government

The student:

- demonstrates the connection to personal interest, civic virtue, and democratic principles in their own lives.
- uses personal standards and fact-based criteria to make judgments about positions on an issue and to take a position on that issue.
- explains the origins and structures defined by the United States Constitution and compare those structures to those of other political systems.

### Cultural

The student:

- describes aspects of personal identity and respects differences in the identities of others.
- investigates other people's histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.
- recognizes and describes unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
- demonstrates empathy when people (including self) are mistreated or excluded because of their identities.

## **Economic**

The student:

- gathers and organizes economic information from a variety of sources.
- analyzes and interprets economic information.
- draws conclusions and answers economic questions.

## **History**

The student:

- analyzes and interprets a variety of texts and media.
- describes and communicates what context is and its importance in understanding history.
- identifies the relevance of particular sources to a particular inquiry.

## **Social Emotional Character Development**

The student:

- describes how ability can grow with effort.
- demonstrates the ability to respond to different points of view respectfully.
- demonstrates questioning as a way to increase their understanding of other's feelings and perspectives.

(Back to Appendices)

# Appendix

## Middle-Level

# Kansas History

### **Kansas History, Government, and Social Studies Standards**

#### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

#### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by

the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

#### **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

##### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

#### **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The Kansas History course begins with a study of early peoples of the land that was to become Kansas. The course will cover major events, individuals, groups, innovations, and movements from pre-history to the present. The course should seek to build a connection or relationship between the student and the state. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States. Students should have constructed a basic understanding of Kansas history, United States history prior to 1800, and early World history. They should have experience with the *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

**Connecting with Future Learning**

Students will be asked in future grades to link community and state history with events in United States History. The skills and content taught at this grade-level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in Kansas History should include reading, writing, and speaking about Kansas History. Students should become familiar with specific *habits of mind* that make up the History/Government/Social Studies

disciplines. Students should continue to use the *Effective HGSS Classroom Practices* so that they can recognize, evaluate, analyze, and investigate Kansas History topics in order to draw conclusions or parallels between those topics and topics that will be studied in other middle and upper level courses.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

### **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would

include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Early Peoples, Exploration, and Drawing Boundaries (7000 BCE – 1854 CE)
- Statehood and the Civil War (1854 – 1865)
- Kansas: To the Stars through Difficulty (1865 – 1890s)
- Progress and Reform (1860s – 1920s)
- Good Times and Bad (1920s – 1940s)
- Kansas and a Changing World (1950's – 2000s)

- Kansas and a Modern World (1970s – Present)

### **Early Peoples Exploration and Drawing Boundaries (7000 BCE-1854 CE)**

Students will examine and analyze the diversity of peoples and cultures who inhabited what would become Kansas and investigate how their beliefs, ideas, and their relationships with the environment changed over time. They will analyze the motivations and impact of European explorers, American encroachment, and the relocation of indigenous peoples.

**Ideas** contrasting cultures, exploration, settlement, adaptation, trade, indigenous peoples

#### **Sample Compelling Questions**

- Why did people choose to live in Kansas?
- Whose land was it?
- Do differing beliefs lead to conflict?
- Are there winners and losers when cultures collide?
- Is assimilation justifiable?

### **Statehood and Civil War (1854—1865)**

Students will investigate the historical context under which the state was settled and the role Kansas played in the Civil War. They will trace the development of state government from the territorial period through statehood.

**Ideas** popular sovereignty, slavery and abolition, underground railroad, transportation/communication, state constitutions, Free State Movement

#### **Sample Compelling Questions**

- Why move to Kansas?
- When should individuals fight for the rights of others?
- What factors impact social change?
- Does “Bleeding Kansas” tell the story of Kansas’ role in the Civil War?
- How did popular sovereignty lead to the Civil War?

### **Kansas: To the Stars through Difficulty (1865—1890s)**

Students will evaluate the impact of frontier forts, railroads, cattle, farming, migration, and immigration on the development of the state’s government, politics, economy, and cultural identity.

**Ideas** homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads

**Sample Compelling Questions**

- Do businesses need rules?
- Was Kansas the “Promised Land”?
- What impact does immigration have on the state in this time period?
- Who benefits from industry?
- Why are too few railroads and too many railroads a problem?

**Progress and Reform (1860s—1920s)**

Students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, and geographic context of these developments and the conditions which existed to inspire these reforms.

**Ideas** industrialization, specialization, transportation, communication, prohibition, populism, progressivism, suffrage movements, socialism

**Sample Compelling Questions**

- Do reform movements result in change?
- Do workers have rights?
- Who should be allowed to vote?
- Why do businesses grow?
- Should government protect people from themselves?

**Good Times and Bad (1920s—1940s)**

Students will investigate the dynamic relationship between the state’s economy and the United States economy. They will analyze the causes and effects of the Dust Bowl. Students will investigate Kansas’ role in World War I and II.

**Ideas** distribution of wealth and resources, Win the War with Wheat, agricultural conservation, the New Deal, debt, war economy and industry, growth of entertainment

### **Sample Compelling Questions**

- Why do economies go bad?
- Does the government have a duty to help those in need?
- What is our responsibility to the environment?
- Does war bring economic prosperity?
- If rich people get richer, does that mean poor people get poorer?

### **Kansas and a Changing World (1950s—2000s)**

Students will examine the role of Kansas as the United States develops into a world leader. They will evaluate political, social, and economic changes in the nation and its impact on Kansas.

**Ideas** Communism, Cold War, Brown v Topeka Board of Education, civil rights, rise of interstate transportation, military industrial complex

### **Sample Compelling Questions**

- Do states need federal funding?
- Did desegregation work?
- Are all Kansans equal?
- How did the Brown v BOE case change life in the United States?
- Is there such a thing as being too prepared for war?

### **Kansas and a Modern World (1970s—present)**

Students will draw a contemporary picture of the state by investigating how the state is positioned for the future. They will reflect on the state's history, drawing conclusions about our past, present, and future.

**Ideas** globalization, rural depopulation, energy, Kansas economy, Kansas government, politics

### **Sample Compelling Questions**

- Is Kansas ready for the future?
- How does Kansas matter?
- What does Kansas need to fix?
- How are the beliefs and ideas of Kansans different/similar from other places?
- What has been the most significant change in Kansas in the last 50 years?



## Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmarks:

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



## Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### Sample Resources:

- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



## Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



## Apply Best Practices:

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.



## Middle-Level Competencies

### History

The student:

- analyzes and interprets a variety of texts and media.
- describes what sourcing a document is and communicate its importance in historical terms.
- describes and communicates what context is and its importance in understanding history.
- demonstrates historical knowledge about a time period or era by demonstrating significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.

### Civics/Government

The student:

- demonstrates the connection to personal interest, civic virtue, and democratic principles in their own lives.
- uses personal standards and fact-based criteria to make judgments about positions on an issue and then takes a position on that issue.
- explains the origins and structures defined by the United States Constitution and compare those structures to those of other political systems.

## **Cultural**

The student:

- describes aspects of personal identity and respects differences in the identities of others.
- investigates other people’s histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.
- recognizes and describes unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
- demonstrates empathy when people (including self) are mistreated or excluded because of their identities.

## **Economic**

The student:

- gathers and organizes economic information from a variety of sources.
- analyzes and interprets economic information.
- draws conclusions and answers economic questions.

## **Geography**

The student:

- asks geographic questions about spatial distributions, place, location scale and perspective, patterns, and other geographic concepts.
- gathers and organizes geographic information from a variety of sources.
- analyzes and interprets geographic information.
- draws conclusions and answers geographic questions.
- demonstrates understanding of the relationship between local environment, and human political and economic activity.

## **Social Emotional Character Development**

The student:

- describes how ability can grow with effort.
- demonstrates the ability to respond to different points of view respectfully.
- demonstrates questioning as a way to increase their understanding of other’s feelings and perspectives.

(Back to Appendices)

# Appendix

## Middle-Level

### US History:

(Constitution through International Expansion)

#### **Kansas History, Government, and Social Studies Standards**

##### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
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##### **Benchmark:**

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##### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and*

*responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
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**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

This course-of-study begins with a review of the constitutional principles of our nation’s founding. The course should lead to deepening understandings of concepts and ideas associated with the building of the United States in this time period and the significance of these ideas and concepts in the world today.

The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

From their experience, students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800. They should have experience with the *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

This course should build on prior student-learning with a brief review of the major events and ideas leading to the American War for Independence. This review should also include the Declaration of Independence and the decisions made during the Constitutional Convention with a focus on their impact on the new nation.

**Connecting with Future Learning**

During their upper level United States history class students will study the events, places, people, and issues from 1900 to the present. Foundational knowledge of the

1800s is essential for success in high school. Critical components of their US History experience must include: reading, writing, and communicating about nineteenth-century American history. Students should become familiar with the *Effective HGSS Classroom Practices* to recognize, evaluate, analyze, and investigate nineteenth-century topics in order to draw conclusions or parallels between those topics and topics that will be studied in high school.

Certain themes will be emphasized as part of the high school class: the growing role of the federal government and judicial branch; tensions between individuals and the state and between minority rights and majority power; the growth of a modern corporate economy; changes in the ethnic structure of American culture; the movements toward increased civil rights; and the role of America as a major world power.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

### **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

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### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would

include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught.***

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All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Establishing America (1787—1830s)
- Regionalism and Expansion (1800s—1850s)
- March to War (1850s—1861)
- Toward a More Perfect Union (1861—1877)
- The Rise of America (1870s—1900)

**Establishing America: 1787—1830s**

Students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations, and Native Americans. Students should investigate and analyze the impact of these changes on American society.

**Ideas:** Federalism, Bill of Rights, Jacksonian democracy, Industrial Revolution, separation of powers, Monroe Doctrine, judicial review

**Sample Compelling Questions**

- Why is freedom of speech so important?
- Does separation of powers strengthen or weaken the federal government?
- Have Constitutional values changed over time?
- What is the role of a citizen?
- What is the relationship between money and power?

**Regionalism and Expansion: 1800s—1850s**

This period follows the nation's regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South's political, social, economic, and cultural development and its relationship with other areas of the United States.

**Ideas:** Manifest Destiny, Second Industrial Revolution, sectionalism and racism, slavery and abolitionism, women's rights, immigration, Second Great Awakening

### **Sample Compelling Questions**

- Why do nations fight?
- Does technology improve the lives of people?
- Is the United States too big?
- What factors promote social change?
- When does reform become civil disobedience?

### **March to War: 1850s—1861**

Students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts.

The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.

**Ideas:** sectionalism, racism, slavery and abolitionism, compromise, popular sovereignty, state's rights

### **Sample Compelling Questions**

- Is war justified?
- Why was the idea of popular sovereignty such a big deal?
- How did the concept of abolitionism change over time?
- How did American geography impact Confederate secession?
- Which area contributed most critically to the secession of the southern states; history, economics, geography, or politics?

### **Toward a More Perfect Union: 1861–1877**

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman's March to the Sea. Students should also analyze the human meaning of the war by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought about by Reconstruction and their impact on contemporary America are important for students to understand.

**Ideas:** Unionism, Reconstruction, equality, emancipation, total war, racism, cotton diplomacy, geography of war

### Sample Compelling Questions

- Is there a right way to fight a war?
- Is war worth it?
- Did life improve for Americans after the Civil War?
- Are equal rights always protected by the Constitution?
- Should the Union punish or forgive the Confederate states?

### The Rise of America: 1870s–1900

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

**Ideas:** imperialism, populism, progressivism, westward expansion, immigration, organized labor, spoils system, Federal Native American policy

### Sample Compelling Questions

- What made different parts of the world more important than others to the United States in the 1800s?
- What has been the legacy of western expansion?
- Is immigration essential for a prosperous nation?
- Why should workers have rights?
- Should nations have colonies?



### Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources:**

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

### **Sample Resources:**

- Kansas maps, local and state business people, photographs, artifacts, local archives, community members, community groups, US maps
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



### **Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the [Effective HGSS Classroom Practices](#) section. Students need these skills to be effective citizens.



### **Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.



## Middle-Level Competencies

### History

The student:

- asks questions of historical significance.
- analyzes and interprets a variety of texts and media.
- describes what sourcing a document is and communicates its importance in historical terms.
- describes and communicates what context is and its importance in understanding history.
- demonstrates historical knowledge about a time period or era by demonstrating significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.

### Civics/Government

The student:

- demonstrates the connection to personal interest, civic virtue, and democratic principles in their own lives.
- examines the powers and limits of the three branches of government at federal, state, and local levels.
- explains the origins and structures defined by the United States Constitution and compare those structures to those of other political systems.
- describes and discusses the powers and responsibilities of citizens, political parties, media, and interest groups in creating public policy.
- describes and discusses how public policy is made and what forces sway the civic outcome.
- clearly articulates their position on an issue using evidence and communicate that position to policy makers.

### Cultural

The student:

- describes aspects of personal identity and respects differences in the identities of others.

- investigates other people’s histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.
- recognizes and describes unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
- demonstrates empathy when people (including self) are mistreated or excluded because of their identities.

### **Economic**

The student:

- asks economic questions about choices, cost/benefit, how people respond to incentives, opportunity cost analysis, voluntary exchange and other economic concepts.
- evaluates alternative approaches to solving economic problems, identifying the benefits and costs to different individuals, groups, and society.

### **Geography**

The student:

- uses technology and other representations to explain relationships between geographic and/or political areas.
- demonstrates understanding of the relationship between local environment, and human political and economic activity.

### **Social Emotional Character Development**

The student:

- recalls previous successes to motivate their work.
- recognizes an obligation to others.
- appreciates the value of differing perspectives and points of view in decision-making.

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# Appendix

## Upper-Level

### Modern World History:

#### Renaissance to the Present

Kansas Course Code #04053

### **Kansas History, Government, and Social Studies Standards**

#### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

#### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities*

*view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with

contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The World History course covers the period from around 1300 C.E. through the fall of the Soviet Union in the early 1990s. The course will cover intellectual trends, revolutionary movements, social interactions, political ideologies, economic theories, and geographical impacts. Students will focus on critical events, people, and turning points during this period including the Renaissance, imperialism, and twentieth-century issues.

The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should possess a general understanding of World Geography and Ancient and Medieval Civilizations. Students will build on their prior knowledge of early civilizations, world religions, and the influence of the Middle Ages on the modern world leading to the start of the Renaissance. Students should briefly review the cultural heritage, political systems, and world views leading up to the Renaissance period. They should have experience with *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

**Connecting with Future Learning**

Students will be asked in the upper levels to link world events with events in United States History. The skills and content taught at this grade-level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in World History should include reading, writing,

and speaking about world history. Students should be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

### **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would

include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Early Modern Period
- Revolution and Reform
- New Asian Empires
- Nationalism and Imperialism
- The World at War
- Modern Global Issues

### **Early Modern Period (approx. 1450-1750)**

Students should explore the major events and tensions that led to the birth of the modern era. Areas of focus could include causes and impact of the Renaissance and Enlightenment, the expansion of the diverse Asian culture including Islamic and Chinese influence, and the origins of European exploration and colonialism. Students will examine the impact of these competing beliefs on society and politics.

**Ideas:** Columbian Exchange, Atlantic slavery, Islamic Caliphates, African and Asian Empires, religious schisms, Protestant Reformation, Renaissance, Scientific Revolution, Capitalism, Sikhism, humanism, secular, Catholicism, Enlightenment

#### **Sample Compelling Questions**

- How do people's beliefs guide how they see others?
- How important is the concept of power in the world?
- Can science and religion coexist?
- Did the Renaissance give birth to the modern world?
- How did the Reformation change the balance of power in Europe?

### **Revolution and Reform (approx. 1750-1900)**

Students should investigate the cultural and societal shifts that led to revolutions around the world, and the context under which they took place. Areas of focus can include thoughts about popular sovereignty, inalienable rights, and nationalism. Other topics could include the rise of new social and economic systems that resulted from revolutionary upheavals based on intellectual, political, and technological change.

**Ideas:** divine rights, abolitionism, nationalism, liberalism, popular sovereignty, inalienable rights, counterrevolution, conservatism, balance of power, industrial power, economic competition, urbanization, laissez-faire, communism, socialism

#### **Sample Compelling Questions**

- How do you know if or when a revolution is successful?
- What are natural rights and how did we get them?
- How does technology impact daily life?
- Are all revolutions unique or are they similar in nature?
- What is the appeal of communism?

**New Asian Empires (approx. 1400–1900)**

Students will investigate the progress and development of the great empires and shifts in power in Asia. Students will identify major shifts in power east of the Mediterranean Sea including the rise of strong Muslim empires and rulers, the Chinese recovery from Mongol domination, and the rise of Japanese military culture. Students should construct knowledge around the rise and fall of these groups and their connection with present day issues and practices.

**Ideas:** Ming Dynasty, religious diversity, Confucianism, Civil Service, Shogunates, Mongul Empire, Silk Road Exchange, Russian Imperial Expansion

**Sample Compelling Questions:**

- Why might Asian Empires deserve more recognition?
- Why did warrior cultures flourish?
- Why did Islam grow so rapidly in the region?
- Why do some countries choose to isolate themselves?
- How does foreign trade impact a culture?

**Nationalism and Imperialism (approx. 1880-1910)**

Students should compare and contrast the influence of nationalism on growing independence movements around the world. Important concepts include an examination of the motives of western nations as they competed for new colonies in Africa, Asia, and Latin America, the effects of colonialism and its relationship to nationalist ideas. Further consideration includes the impact of imperialism around the world and how the people of Africa, Asia, and Latin America reacted to colonization.

**Ideas** nationalism, imperialism, Social Darwinism, anti-colonialism, scramble for Africa, unification, Latin American independence, war of aggression, self-rule, Zionism

**Sample Compelling Questions**

- Can democracy and human rights coexist with colonization?
- How was colonialism in Africa and Latin America different?
- Why did nations desire to expand their influence and control over other territories?
- Do colonists have the same rights as citizens?
- Does nationalism always lead to war?

**The World at War (1900—1990)**

Students should investigate the major conflicts of the twentieth century. Students should analyze the causes and effects of World War I. Students should examine World War II, including origins, relation to human rights, the home front, and the creation of new political tensions that led to the Cold War. Post-World War II allows a focus on the role of various international organizations' attempts to serve as mediators and examines the economic/social instabilities that led to the disintegration of the Iron Curtain.

**Ideas** alliances, militarism, total war, genocide, Holocaust, fascism, totalitarianism, appeasement, Cold War, ethnic cleansing, apartheid, human rights, dictatorships, proxy wars, strategic nuclear weapons, mandate system

**Sample Compelling Questions**

- Can nations cooperate with each other?
- Is war justifiable?
- In what other ways are wars fought besides militarily?
- To what extent are all people casualties of war?
- What is the role and responsibilities of superpowers?

**Modern Global Issues (1980-Present)**

Students should study the issues of the modern world by tracing their origins and effects on people. Students analyze the causes and effects of major conflicts including pushes for democracy, the war on terror, and the workings of a global economy. Further topics can include efforts to unify people, the changing role of technology, and concerns about the health of the planet.

**Ideas** globalization, terrorism, environmentalism, neoliberalism, social inequality, Information Revolution, 9/11, climate change

**Sample Compelling Questions**

- What age are we living in?
- Is the world growing together, or growing apart?
- How are we globally interdependent?
- What is the biggest problem the world faces today?
- Is it possible to be both free and safe?



## Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmarks:

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



## Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

**Sample Resources:** Many print and online resources exist that students can use while exploring the topics and questions in this World History course. For example, the Smithsonian is a natural place that educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



## Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



## Apply Best Practices:

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.



## Upper-Level Competencies

### History

The student:

- demonstrates historical knowledge about a time period or era by explaining significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.
- asks and answers sophisticated historical questions using evidence and argument.
- recognizes perspective and points of view.
- uses their knowledge to analyze and create historical understandings.
- identifies, defends, and/or creates an interpretation or narrative using evidence and argument.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

### Civics/Government

The student:

- demonstrates an understanding of power at all levels of government and between all organizations and individuals.
- demonstrates an understanding of competing values and the tensions that exist between them.
- applies civic virtues and democratic principles when working with others.

## **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

## **Economic**

The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organization and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

## **Geography**

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

## **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

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# Appendix

## Upper-Level

### United States History:

#### International Expansion to the Present

Course Code #04103

### **Kansas History, Government, and Social Studies Standards**

#### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

#### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities*

*view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority.*

*The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with

contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

This course-of-study begins with a review of the major ideas, issues, and events of the late 19<sup>th</sup> century including imperialism, industrialization, and immigration. Students will then concentrate on the critical events, people, groups, ideas, and issues of the period from 1900 to the present, including Progressivism, World War I, the 1920s, the Great Depression and New Deal, World War II and its aftermath, the Civil Rights Movement, Vietnam, e Modern World including the presidencies from Nixon to Trump, and the United States' response to globalization and international crises.

The course should be rigorous and relevant, with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800, and should be familiar with nation-building and major historic events through the end of the 19<sup>th</sup> century. Students should possess a general understanding of the economic, social, political, and international changes experienced by the United States that created a nation strong enough to take on the challenges of the 20<sup>th</sup> century. They should be familiar with critical events in World History including the importance of the Renaissance period and how they lead to global changes that resonate into the 21st century.

This course should build on this prior student-learning with a brief review of these

major events and ideas of the 1800s. Students should also be proficient with the *Effective HGSS Classroom Practices* and be able to integrate those skills and competencies into their own learning.

### **Connecting with Future Learning**

Certain themes will be emphasized as part of the wider high school curriculum: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state, and between minority rights and majority power; the emergence of a modern corporate economy; and the role of the United States as a major world power. These issues and others will be reviewed as a part of the high school United States government curriculum. Critical skills and knowledge from this course will be used as background knowledge as students embark on college, career, and citizenship pathways.

### **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

### **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards

The five standards and their respective benchmarks are explained in more detail starting on page 3-5 of this document. Kansas HGSS standards are broad and conceptual. Educators and students should apply these conceptual understandings to all content topics and every lesson. Educators should consider selecting one or more standards as the base for their instructional design.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



## Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So, the specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Immigration, Industrialization, and the Progressives
- Expansion and Imperialism
- World War I and the Roaring 20s
- Great Depression and World War II
- Cold War and Civil Rights
- The Modern Era

The content included in this appendix is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

### **Instructional Narrative and Content Outline**

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality course instructional design.

#### **Please remember:**

***This narrative and outline is not intended to be a state-mandated curriculum for what is taught or how and when it is taught. It is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.***

This means that the outline should be added to and amended in ways that best fits the instructional needs of students. While retaining the integrity of the course scope and sequence, districts may also choose to eliminate certain items from the list or to teach the outline in a different order.

### **Immigration, Industrialization, and the Progressives**

Students will evaluate the United States' recovery from the period of the Civil War and Reconstruction. Immigration and industrialization both experienced change as the country became more mechanized in all areas of production. Students will analyze how immigration fed into industrialization, influenced the labor force, and changed the social and cultural fabric of the United States as a modern nation. Students will examine how the cost paid by workers in factories that fueled this rapid growth drew the attention of social activists and led to progressive reforms at all levels of government.

**Ideas:** Immigration, industrialization, progressivism, unionization, monetary policies, citizenship, socialization, political corruption

### **Sample Compelling Questions**

- How did the Industrial Revolution change the way people lived?
- How did immigration and the Industrial Revolution change the culture of our nation?
- How effective were progressive reforms?
- Who benefited from an industrialized society?

### **Expansion and Imperialism**

Students will analyze the events and circumstances that started the United States on the road to becoming a global power. Students will evaluate the motives behind the acquisition of new territory by the United States. Students will examine how the United States' efforts at globalization led to conflict.

**Ideas:** Isolationism, imperialism, yellow journalism, spheres of influence, interventionism, territorial expansion

### **Sample Compelling Questions**

- Should the US be the world's "police force?"
- Is imperialism contrary to the principles of American democracy?
- Why did the United States seek and acquire new territories and expand its area, influence, and power during the period?
- Does the Constitution and the Bill of Rights follow the flag?

### **World War I and the Roaring 20s**

Students will trace the chain of events as the entire world erupted into its first global conflict of the 20<sup>th</sup> century in the summer of 1914. Students will interpret the reasons why United States was eventually drawn into the conflict. Students will examine the effects of the war as United States' troops return to find democracy challenged in the United States. Students will evaluate changes to American society, including a growth of consumerism that led to economic growth and prosperity.

**Ideas:** Nationalism, militarism, imperialism, rationing, punitive treaty, communism, Harlem Renaissance, immigration legislation, prohibition, entertainment, government regulation of business, suffrage

### **Sample Compelling Questions**

- Did World War I make the US a world power?
- Did “foreign philosophies” threaten the people and government of the US?
- What social change of the 1920s had the greatest impact on society over the next half century?

### **Great Depression and World War II**

Students will examine the causes and impacts (social, economic, and environmental) of the Great Depression and Dust Bowl, including the effectiveness of the government's response. Students will analyze the response of the United States to growing global tensions and outbreak of WWII and its impact.

**Ideas:** Depression, recession, speculation, credit, socialism, the New Deal, roles of women and people of color, appeasement, League of Nations, Fascism, Holocaust, localism, global markets

### **Sample Compelling Questions**

- Did the New Deal help people of color?
- Did the New Deal programs work?
- How effective is appeasement as a strategy to avoid conflict?
- How has the United States changed because of the Depression?
- Should we have dropped “the bomb”?

### **Cold War and Civil Rights**

Students will evaluate the impact of the Cold War and Civil Rights on the social, cultural, environmental, economic, and political fabric of the United States.

**Ideas:** Containment, McCarthyism, Arms Race, Cold War, domino theory, industrial military complex, Great Society, economic and political equality, segregation, integration, civil rights movement, environmentalism, counter culture, legal challenges to individual rights feminism

### **Sample Compelling Questions**

- Did the Cold War change the United States?
- Are modern military tactics likely to increase the amount of military actions?
- What factors have lead the United States toward greater equality?

- Is civil disobedience justified?
- What factors led to the rise of the environmental movement and how has it progressed?

### **The Modern Era**

Students will examine domestic and foreign policy decisions following the end of the Cold War. Students will analyze the role of these decisions in the current American political, economic, and social landscape.

**Ideas:** Polarization of America, terrorism, globalization, technology integration, immigration and national security, truth in the age of the internet and social media, ideology vs. pragmatism, the future

### **Sample Compelling Questions**

- Is the age of America over?
- How should the United States spend taxpayer dollars?
- How does society adapt to increasingly more radical religious, political, economic, and social ideologies?
- What is your responsibility to your fellow humans?
- Is the future bright?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



## Curate Resources

Many print and online resources exist that students can use while exploring the topics and questions in this United States History course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places that educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



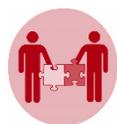
## Integrate Reading & Writing

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the *Effective HGSS Classroom Practices* section. Students need these skills to be effective citizens.



## Apply Best Practices Focused on Competencies

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the *Effective HGSS Classroom Practices* section.



## Upper-Level Competencies

### History

The student:

- demonstrates historical knowledge about a time period or era by explaining significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.
- asks and answers sophisticated historical questions using evidence and argument.

- recognizes perspective and points of view.
- uses their knowledge to analyze and create historical understandings.
- identifies, defends, and/or creates an interpretation or narrative using evidence and argument.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

### **Civics/Government**

The student:

- demonstrates an understanding of power at all levels of government and between all organizations and individuals.
- demonstrates an understanding of competing values and the tensions that exist between them.
- applies civic virtues and democratic principles when working with others.

### **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

### **Economic**

The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organization and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

## **Geography**

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

## **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

[\(Back to Appendices\)](#)

# Appendix

## Upper-Level

# United States Government

Kansas Course Code # 04151

### **Kansas History, Government, and Social Studies Standards**

#### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

#### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression.*

*The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The high school government course builds upon and adds to students' previous learning of history, government, economics, and geography to assist them in becoming truly informed, thoughtful, and engaged citizens in a democracy. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should come to the United States Government course with a foundational knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge. In world history, they will have learned about the Enlightenment's influence on both the structure and principles of the American government. The narrative of the United States and world history will have introduced the student to the concepts of democracy and totalitarianism, the interaction of government and the economy, and the struggle for human and civil rights that has occurred throughout history. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States and the world. They should have experience with the Effective HGSS Classroom Practices of the Kansas standards and should be aware of the discipline's ways of thinking or *habits of mind*.

## **Connecting with Future Learning**

While a small percentage of students will pursue the post-secondary study of political science at the university level, most will not continue to study American government after high school. But they will participate in society as informed, thoughtful, engaged citizens and voters. Students should leave high school equipped with the ability to better understand the complex domestic and international issues which will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

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### Start with Standards

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### Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a

democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

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They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

**Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So, the specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- The Role of the Citizen: Civic Values, Politics, and Government
- Principles and Foundations of the United States Constitution
- The Structure and Function of the Federal Government
- Human and Civil Rights in American Democracy
- Domestic and Foreign Policy

- State and Local Government
- Politics, Interest Groups, and Media

### **The Role of the Citizen: Civic Values, Politics, and Government**

Students will examine democracy in the United States and how citizens participate in the governing of the nation

**Ideas** citizenship, civic values, Enlightenment, democracy, direct democracy, indirect democracy, citizen, republic, constitutional republic, right and responsibilities, freedom, rule of law, civil liberties, civil rights, registering and voting

#### **Sample Compelling Questions**

- What is a “good citizen”?
- Is government necessary?
- Who has the power?
- Who does democracy represent?
- Who are “We the people”?

### **Principles and Foundations of the U.S. Constitution**

The students will examine the beliefs, values, and ideas of Constitution and how, being influenced by a wide range of cultural and historical experiences, it has evolved.

**Ideas** enlightenment, freedom, liberty, justice, patriotism, limited government, popular sovereignty, separation of powers, checks and balances, rule of law, natural rights, compromise

#### **Sample Compelling Questions**

- Why compromise?
- How free are we?
- Can everyone be free together?
- How much government is too much government?
- Why this government?

### **The Structure and Function of the Federal Government**

The student will analyze and evaluate the creation, structure, processes, and governance of the United States federal government.

**Ideas** federalism, separation of powers, checks and balances, popular

sovereignty, limited government, republicanism, expressed and implied powers, concurrent and reserved powers, judicial review, bicameral legislature,

### **Sample Compelling Questions**

- Why did the founders choose a Federal system?
- How have Supreme Court cases affected society?
- How is the Constitution a living document?
- How has the role of government changed in the past 200 years?
- Which of the three branches wields the most power?

## **Human and Civil Rights in American Democracy**

Students will examine how local, state, and federal governance impacts the evolution of civil rights and liberties in the United States.

**Ideas** Bill of Rights, procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience, majority rule and minority rights, equality and equity, worker's compensation

### **Sample Compelling Questions**

- Is civil disobedience justified?
- Where do your rights end and your neighbor's rights begin?
- How could it be possible for everyone to be in a minority group?
- What is the role of the Supreme Court in determining human and civil rights?
- When might limits on our rights be justified?

## **Domestic and Foreign Policy**

Students will evaluate the government's changing role in domestic and foreign policies through economic, political, and social decisions.

### **Domestic Policy**

**Ideas** national debt, fiscal policy, Gross Domestic Product (GDP), Gross National Product (GNP), employment, entitlements, safety net/social services, social and corporate welfare, judicial restraint, judicial activism, national security, immigration, emerging technologies

## **Foreign Policy**

**Ideas** alliances, population & economic shifts, role of US in world, isolationism, diplomatic recognition, treaties (role and process), hard power vs. soft power, national security, hacking and the role of technology

### **Sample Compelling Questions**

- What role should the United States play in the global community?
- How should the United States' ideas on human rights influence foreign policy?
- How do "American values" influence foreign and domestic policy?
- How do historical and current circumstances affect foreign and domestic policy?
- Is it possible to be both safe and free?

## **State and Local Government**

Students will analyze how local and state governments are structured and how these interact with each other, citizens, and the federal government

**Ideas** federalism, popular sovereignty, state's rights, supremacy clause of the Constitution, dual court system, local government structures, eminent domain

### **Sample Compelling Questions**

- Why are local governments important?
- What level of government is best able to protect the rights of minority groups?
- How does a community's diversity affect state and local governments?
- How does the state and local government impact the quality of life in my community?
- Does the local, state, or federal government govern best?

## **Politics, Interest Groups, and Media**

Students will analyze and evaluate how our political process works, the growing

role of interest groups, and mass media’s impact on our political ideologies.

**Ideas** Political parties, interest groups, primary and general elections, conservatism, liberalism, libertarianism, moderate ideologies, Political Action Committees, role of journalism, gerrymandering, grassroots movements, party platforms, internet and traditional media, voter registration, media bias and sensationalism

### Sample Compelling Questions

- How should we decide what to believe?
- How do personal values and beliefs influence who we vote for?
- How has the role of the lobbyist and media in politics changed over time?
- What are the responsibilities of the media and interest groups in a democracy?
- What motivates a politician?



### Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

#### Benchmarks:

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### Curate Resources

Many print and online resources exist that students can use while exploring the topics and questions in this Government course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places for educators

and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



### **Integrate Reading & Writing**

High-quality social studies instruction develops the reading, writing, and communication skills found in the [Effective HGSS Classroom Practices](#) section. Disciplinary strategies should include the use of primary, secondary and tertiary documents as appropriate through the grade-levels. These skills include evaluation, interpretation, analysis, determining bias, and the creation of products that effectively communicate the problems and solutions.



### **Apply Best Practices Focused on Competencies**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.



### **Upper-Level Competencies**

#### **Civics/Government**

The student:

- demonstrates an understanding of power at all levels of government and between organizations and individuals.
- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- asks and answers sophisticated civics/government questions using evidence and argument.
- discusses the role government plays in the lives of citizens.
- discusses the role the US plays in the world.
- demonstrates knowledge of contemporary issues and develops a claim using evidence and argument.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.
- communicates clearly and appropriately with policy makers on issues.
- registers to vote (if applicable).

## **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

## **Economic**

The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organizations and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

## **Geography**

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

## **History**

The student:

- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- recognizes perspective and points of view.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

## **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

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# Appendix

## Upper-Level

### Electives

#### **Kansas History, Government, and Social Studies Standards**

##### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

##### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

##### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by

the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society’s ability to adapt and make the adjustments necessary to protect and advance the society.*

*The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression.*

*The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Examples of Possible Elective Courses**

**Anthropology**

- Anthropology
- Particular Topics in Anthropology
- IB Social Anthropology

**Specific Area Studies**

- Western Civilization
- World Area Studies
- Ancient Civilizations
- Medieval European History
- Ancient and Medieval History
- IB Islamic History
- State-Specific Studies
- United States and World
- Issues of Western Humanities
- Modern Intellectual History

**Economics**

- Comparative Economics
- AP Microeconomics
- AP Macroeconomics
- AP Economics
- IB Economics
- Business Economics

**Equity Studies**

- United States Ethnic Studies
- United States Gender Studies
- World People Studies

### **General Social Studies**

- Social Science
- Social Science Research Humanities Survey
- Humanities
- Particular Topics in Humanities

### **Geography**

- World Geography
- Particular Topics in Geography
- IB Geography
- AP Human Geography
- United States Geography

### **Government, Politics, and Law**

- Political Science
- Comparative Government
- AP United States Government and Politics
- AP Comparative Government and Politics
- Principles of Democracy
- Civics
- Law Studies
- Legal System

### **Philosophy, Psychology, and Sociology**

- Philosophy
- Particular Topics in Philosophy
- IB Philosophy
- Psychology
- Particular Topics in Psychology
- AP Psychology
- IB Psychology
- Sociology
- Particular Topics in Sociology

### **United States History**

- Early United States History
- Modern United States History
- AP United States History

## World and International Studies

- World History and Geography
- Modern World History
- Modern European History
- AP European History
- AP World History
- International Relations Contemporary World Issues
- Particular Topics in World History
- International Business and Marketing

## Course Description

The course should pay special attention to the most essential skills and knowledge of the discipline. The course should focus on *habits of mind* to promote higher level thinking and problem-solving. The course should require students to apply skills and knowledge to content information involving issues of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Students can perform the competencies of the course in their community, state, nation, and world. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

## Connecting with Past Learning

Students should have experience with the Effective HGSS Classroom Practices and should be aware of the discipline's specific ways of thinking or *habits of mind*. Students will be able to link their understanding with events in integrated courses such as World and United States History. They possess understanding and needed background knowledge in other social studies disciplines. Students should have experience reading, writing, and speaking. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

## Connecting with Future Learning

Students will be asked to link their understanding in integrated courses such as world and United States History. This understanding will provide needed background knowledge in other courses such as literature, science, and other technical subjects, as well as post-secondary pursuits. The skills and content taught at this grade-level may be used as background and prior knowledge for the future. Critical components of their experience should include reading, writing, and speaking. Students should become more familiar with specific *habits of mind* that make up the history, government, and social studies disciplines.

Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards

The five standards and their respective benchmarks are explained in more detail starting on page 3-5 of this document. Kansas HGSS standards are broad and conceptual. Educators and students should apply these conceptual understandings to all content topics and every lesson. Educators should consider selecting one or more standards as the base for their instructional design.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a

democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to

create relevant relationships between past and present.

**Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources**

Many print and online resources exist that students can use while exploring the topics and questions in this elective course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places for educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



### **Integrate Reading & Writing**

High-quality social studies instruction develops the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Disciplinary strategies should include the use of primary, secondary and tertiary documents as appropriate through the grade-levels. These skills include evaluation, interpretation, analysis, determining bias, and the creation of products that effectively communicate the problems and solutions.



### **Apply Best Practices Focused on Competencies**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.



## Upper-Level Competencies

Lessons and units should be designed to ensure that instruction best practices are aligned to the Competencies in each grade-level appendix as well as to the foundational content, standards, and benchmarks. Please select from the following list of competencies.

### **Civics/Government**

The student:

- demonstrates an understanding of power at all levels of government and between all organizations and individuals.
- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- asks and answers sophisticated civics/government questions using evidence and argument.
- discusses the role government plays in the lives of citizens.
- discusses the role the US plays in the world.
- demonstrates knowledge of contemporary issues and develops a claim using evidence and argument.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.
- communicates clearly and appropriately with policy makers on issues.
- registers to vote (if applicable).

### **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

## **Economic**

The student:

- asks and answers sophisticated economic questions using evidence and argument.
- organizes, categorizes and analyzes a variety of economic information including text maps, charts, graphs and digital media.
- identifies and implements a process for solving real-world economic problems.
- analyzes the influence of incentives on economic choices for different groups.
- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organizations and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

## **Geography**

The student:

- asks and answers sophisticated geographic questions using evidence and argument.
- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- uses technology to create maps and displays of spatial, cultural, political, and physical characteristics.
- uses geographic information to solve real-world problems.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

## **History**

The student:

- demonstrates historical knowledge about a time period or era by explaining significance and/or recounting an appropriate narrative.
- discusses specific instances of continuity and change over time.
- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- identifies the relevance of particular sources to a particular inquiry.
- asks and answers sophisticated historical questions using evidence and argument.
- recognizes perspective and points of view.

- uses their knowledge to analyze and create historical understandings.
- identifies, defends, and/or creates an interpretation or narrative using evidence and argument.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

### **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand other's feelings, behaviors, and situational context.

(Back to Appendices)

# Upper-Level Elective Example: Economics

Kansas Course Code # 04201

## **Kansas History, Government, and Social Studies Standards**

### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and*

*responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

This course is to introduce economics as a key strand of history, government, and social studies, and to develop a critical understanding of the assumptions underpinning economics. Economics is a unique way of thinking that offers insights into human behavior in a world of different values, resources, and cultures. Students who think in an economic way will understand concepts better and how each concept relates to the others. The integrated nature of economics utilizes mathematics, statistics, and the interpretation of primary source data to examine important issues. This course establishes a framework of basic economic theory which can be extended and applied to future learning. Instruction should facilitate an appreciation of economic forces in shaping the world in which students live. This course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Depending upon when the course is taught in high school, students should come to the course with knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge from previous learning of American history. In world history they should have learned about the Enlightenment's influence on both the structure and principles of the American government. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture,

and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States and the world. They should have experience with the Effective HGSS Classroom Practices of the Kansas standards and should be aware of the discipline's ways of thinking or *habits of mind*.

## **Connecting with Future Learning**

While a small percentage of students will pursue the formal study of economics at the university level, most will not continue studying economics after high school. But they will participate in society as informed, thoughtful, engaged citizens as well as producers and consumers. What they have learned in this economics course and throughout their education should give them the ability to better understand the complex personal, domestic, and international economic issues which will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



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**DEVELOP TASKS WITH BENCHMARKS**



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**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards

The five standards and their respective benchmarks are explained in more detail starting on page 3-5 of this document. Kansas HGSS standards are broad and conceptual. Educators and students should apply these conceptual understandings to all content topics and every lesson. Educators should consider selecting one or more standards as the base for their instructional design.

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2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



## Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Foundational Economic Concepts
- Economic Systems
- Economic Measurement Concepts and Methods
- Macroeconomics
- Microeconomics
- International Economics
- Personal Economics/Personal Finance

### **Foundational Economic Concepts**

Students will begin with a self-contained opportunity to attain a deeper understanding of basic economic concepts and will apply concepts and decisions to their personal life to gain deeper understanding of these principles in action.

**Ideas**            scarcity, cost benefit analysis, incentives, opportunity cost, productivity, trade and exchange, demand and supply, money, productive resources, specialization, division of labor, property and property rights

### **Sample Compelling Questions**

- How do you make economic decisions?
- When is a division of labor a good idea?
- Should companies always make the best product they can?
- Why is too much of something bad?
- If you could make a product that would last forever, would you?

### **Economic Systems**

Students will focus on how a community, state, or nation allocates its resources, goods, and services. They should be able to recognize and evaluate the systems used to draw conclusions about benefits and deficits with these systems. Finally, students should recognize the importance of choices made at all levels.

**Ideas**            economic philosophies, market systems, planned systems, mixed systems, unique systems (unique economic arrangements between groups of people)

### **Sample Compelling Questions**

- Do consumers have rights?
- What are economic rights?
- How do economic and political systems affect each other?
- How do economic systems change or adapt?

- Who should determine the supply of consumer products?

### **Economic Measurement Concepts and Methods**

Students will analyze different aspects of economies using calculations, graphs, charts, and other methods of analysis.

**Ideas** tables, charts, graphs, rates of change, ratios, percentages, real and nominal values, averages, distributions around averages, indexes

#### **Sample Compelling Questions**

- How do economic measurements and presentations affect consumer choice?
- What are the responsibilities of economists?
- How might the economic philosophy of economists affect their evaluation of data?
- What factors could best be used to determine economic growth over time?
- What is the relationship for a business between profit and production?

### **Macroeconomics**

The students will focus on large scale economics, at a regional or national scale especially on factors impacting the performance and management of these economies. Special attention should be paid to the interconnected factors that economies share.

**Ideas** aggregate supply and demand, public debt, budget deficits, business cycles/economic instability, employment, unemployment, barter, money, inflation, deflation, economic growth, fiscal policy, gross domestic product (GDP), monetary policy

#### **Sample Compelling Questions**

- How might a prediction of an impending recession affect consumer choices?
- What are the responsibilities of government in regulating an economy?
- How might diverse economic needs promote growth?
- How are business cycles and economic instability the norm?

- What are the relationships between budget deficits and public debt?

### **Microeconomics**

Students will look at economic behavior on a smaller, more personal, scale. Students will analyze decisions to save, invest, produce, and consume goods while also keeping in mind the factors critical to economic success and failure.

**Ideas** market structures, prices and competition, market failure, demand and supply, price ceilings and floors, profit, external costs and benefits

### **Sample Compelling Questions**

- In what ways do quality and price determine consumer choices?
- What effects might raising the minimum wage have on the underemployed?
- How might beliefs about government affect economic policy?
- How has the government's role in the economy changed over time?
- What impact do government subsidies have on market economies?

### **International Economics**

The student will assess how economies around the world interact with one another. Students will focus on trade, economic growth, development of business, competition, and cooperation.

**Ideas** balance of trade and payments, barriers to trade, tariffs, free trade, comparative advantage, specialization, economic development, currency markets, trade agreements

### **Sample Compelling Questions**

- Is "free trade" a good thing?
- What are the obligations of business to workers, communities, and/or nations?
- What beliefs and ideas have proven to be obstacles to free trade?
- How has international trade affected developed and developing economies?

- How do the cost of goods and services impact the balance of trade?

### **Personal Economics**

Students will focus on personal financial management and the processes involved in the decisions being made. Students need to understand how these elements will impact their whole lives, personally and professionally.

**Ideas:** interest (compound and simple), credit and borrowing, financial markets, banking, human capital, income, disposable/discretionary income, money management and budgeting, insurance, saving, spending, investing, risk and return

### **Sample Compelling Questions**

- What factors should be considered when making choices about personal finance?
- Should the government be able to mandate personal spending (i.e., auto and health insurance)?
- How is managing risk and return a function of diversity?
- How do circumstances change personal financial priorities?
- What role do personal values and relationships have on financial planning?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



## Curate Resources

Many print and online resources exist that students can use while exploring the topics and questions in this Economics course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places for educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.

### Sample Resources:

- The Federal Reserve Economic Data (FRED)
- Bureau of Labor Statistics
- Census Bureau



## Integrate Reading & Writing

High-quality social studies instruction develops the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Disciplinary strategies should include the use of primary, secondary and tertiary documents as appropriate through the grade-levels. These skills include evaluation, interpretation, analysis, determining bias, and the creation of products that effectively communicate the problems and solutions.



## Apply Best Practices Focused on Competencies

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.



## Upper-Level Competencies

### Economic

The student:

- asks and answers sophisticated economic questions using evidence and argument.
- organizes, categorizes and analyzes a variety of economic information including text maps, charts, graphs and digital media.
- identifies and implements processes for solving real-world economic problems.
- analyzes the influence of incentives on economic choices for different groups.
- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organization and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

### Civics/Government

The student:

- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- discusses the role government plays in the lives of citizens.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.

### Cultural

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.

- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

## **Geography**

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

## **History**

The student:

- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- recognizes perspective and points of view.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

## **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

(Back to Appendices)

# Upper-Level Elective Example: World Geography

Kansas Course Code # 04001

## **Kansas History, Government, and Social Studies Standards**

### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and*

*responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with

contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The World Geography course familiarizes students with the world using geographic themes and essential elements. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention must be given to the most essential skills and knowledge of the discipline. The course should focus on geographic *habits of mind* to promote higher level thinking and problem-solving. The course should require students to apply skills and knowledge to content information involving different regions of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Students can apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States. They will be familiar with geography themes and general physical and human geography, American history to 1800 and world history to 1500. They should have experience with the Effective HGSS Classroom Practices and should be aware of the discipline's specific ways of thinking or *habits of mind*. Students will be able to link their understanding of geography with events in integrated courses such as World and United States History. They possess understanding and needed background knowledge in geography and other social studies disciplines. Students should have experience reading, writing, and speaking about geography. Students should also be able to recognize, evaluate, analyze, and investigate specific topics to draw conclusions or parallels between those topics and others.

## Connecting with Future Learning

Students will be asked to link their understanding of geography with events in future integrated courses such as world and United States History. This understanding will provide needed background knowledge in other courses such as literature, science, and other technical subjects, as well as post-secondary pursuits. The skills and content taught at this grade-level may be used as background and prior knowledge for the future. Critical components of their experience in world geography should include reading, writing, and speaking about geography. Students should become more familiar with specific *habits of mind* that make up the history, government, and social studies disciplines. Students should also be able to recognize, evaluate, analyze, and investigate specific topics to draw conclusions or parallels between those topics and others.

## Culturally Relevant Pedagogy

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards

The five standards and their respective benchmarks are explained in more detail starting on page 3-5 of this document. Kansas HGSS standards are broad and conceptual. Educators and students should apply these conceptual understandings to all content topics and every lesson. Educators should consider selecting one or more standards as the base for their instructional design.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a

democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

**Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Geography Themes and Skills
- Latin America
- Europe
- North Africa and the Middle East
- Sub-Saharan Africa

- North and Central Asia
- South Asia
- Australia, Antarctica, and the Pacific World

### **Geography Themes and Skills**

**It is recommended that a review of “Geography Themes and Skills” be the initial unit to establish what students know and understand about Geography. Formative assessment of this unit is critical in developing future lessons, but the decision in which order units are taught remains with the local district.**

Students should address geographic themes, geographic inquiry, and the essential elements, the National Geography standards, and the National Council for the Social Studies (NCSS) thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the major geographic regions of the world using knowledge about geographic spatial terms, physical systems, human systems, and understand the relationships among people, places, and the environment. Students will be able to apply these skills to analyze and interpret the past, present, and future in area studies:

**Themes:** location, place, human/environment interaction, movement, region

**Terms:** absolute and relative location, latitude, longitude, equator, Prime Meridian, International Date Line, poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, a compass rose, including cardinal and intermediate directions, continents, oceans, major physical and political regions, mountain ranges, river systems, ecosystems, plains, plateaus, deserts, valley, glacier, strait, peninsula, hills

**Technology:** satellite mapping, dynamic mapping systems, global positioning systems (GPS), geographic information systems (GIS)

### **Latin America**

(Mexico, Central America and the Caribbean Islands, Caribbean South America, Pacific South America, and Atlantic South America)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical:** physical features, climate, weather, resources, boundaries

**Human:** demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

### **Interaction**

**Of Systems:** environmental trends and issues, exploited resources and peoples

### **Sample Compelling Questions**

- What critical decision about land use has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?
- How has the geography of the region changed over time?
- How has geography shaped the culture and relationships in the region?

### **Europe**

(Southern Europe, West-Central Europe, Northern Europe, Eastern Europe, and Russia)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity

and change, and dynamic relationships drawing conclusions about how the world works.

**Physical:** physical features, climate, weather, resources, boundaries

**Human:** demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction**

**Of Systems:** environmental trends and issues, exploited resources and peoples

**Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?
- How has the geography of the region changed over time?
- How has geography shaped the culture and relationships in the region?

**North Africa and the Middle East**

(North Africa, the Eastern Mediterranean, and the Arab Peninsula)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

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minorities

**Interaction of**

**Systems:** environmental trends and issues, exploited resources and peoples

**Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?
- How has the geography of the region changed over time?
- How has geography shaped the culture and relationships in the region?

**Sub-Saharan Africa**

(West Africa, East Africa, Central Africa, Southern Africa)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical:** physical features, climate, weather, resources, boundaries

**Human:** demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction of**

**Systems:** environmental trends and issues, exploited resources and peoples

### **Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?
- How has the geography of the region changed over time?
- How has geography shaped the culture and relationships in the region?

### **North and Central Asia**

(Central Asia, China, Mongolia, Taiwan, Japan, and the Koreas)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

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### **Interaction of**

**Systems:** environmental trends and issues, exploited resources and peoples

### **Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?

- How has the geography of the region changed over time?
- How has geography shaped the culture and relationships in the region?

### **South Asia**

(India, Pakistan & Bangladesh, Himalayan and Island Countries, Mainland Southeast Asia, and Southeast Island Asia)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical:** physical features, climate, weather, resources, boundaries

**Human:** demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

### **Interaction of**

**Systems:** environmental trends and issues, exploited resources and peoples

### **Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region?
- What are the circumstances surrounding human rights in the region?
- How have specific beliefs, ideas, and diversity impacted the geography of the region?
- How has the geography of the region changed over time?
- How has Geography shaped the culture and relationships in the region?

### **Australia, Antarctica and the Pacific World**

(Australia, New Zealand, Pacific Islands and Antarctica)

In each regional unit, students will examine the nations, regions, and areas defined.

Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical:** physical features, climate, weather, resources, boundaries

**Human:** demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

### **Interaction of**

**Systems:** environmental trends and issues, exploited resources and peoples

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- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources**

Many print and online resources exist that students can use while exploring the topics and questions in this Geography course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places for educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



### **Integrate Reading & Writing**

High-quality social studies instruction develops the reading, writing, and communication skills found in the [Effective HGSS Classroom Practices](#) section. Disciplinary strategies should include the use of primary, secondary and tertiary documents as appropriate through the grade-levels. These skills include evaluation, interpretation, analysis, determining bias, and the creation of products that effectively communicate the problems and solutions.



### **Apply Best Practices Focused on Competencies**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.



### **Upper-Level Competencies**

#### **Geography**

The student:

- asks and answers sophisticated geographic questions using evidence and argument.

- organizes, categorizes and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- uses technology to create maps and displays of spatial, cultural, political and physical characteristics.
- uses geographic information to solve real-world problems.
- analyzes the dynamic relationship between humans and the environment
- evaluates economic and political decision-making as it affects geography.

### **Civics/Government**

The student:

- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- discusses the role government plays in the lives of citizens.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.

### **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture, and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

### **Economic**

The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organizations and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

## **History**

The student:

- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- recognizes perspective and points of view.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

## **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

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# Upper-Level Elective Example: Psychology

Kansas Course Code # 04254

## **Kansas History, Government, and Social Studies Standards Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

## **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by

the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The American Psychological Association defines Psychology as “the study of the mind and behavior. This course is a general introduction of Psychology and should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Connecting with Past Learning**

This is an introductory class and may be the only psychology class the student ever takes. Students should have some knowledge of choices and consequences, rights, and responsibilities, beliefs, ideas, diversity, continuity and change, and dynamic relationships between people, places, and their environment. They should be practiced in reading, writing, and other communication skills. Students should have the requisite technical skill and foundational knowledge to engage in a rigorous introduction to the discipline.

**Connecting with Future Learning**

The students should be able to discuss major theories and topics in psychology, think critically about research and methods, apply psychological principles to individual and social matters, and discuss the complexity of human behavior. The student will be able to link learning in this class to all future classes and learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

**Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and

individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

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## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START  
WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT &  
CREATE QUESTIONS**



5

**INTEGRATE  
READING & WRITING**



3

**DEVELOP TASKS  
WITH BENCHMARKS**



6

**APPLY BEST  
PRACTICES FOCUSED  
ON COMPETENCIES**

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## Start with Standards

The five standards and their respective benchmarks are explained in more detail starting on page 3-5 of this document. Kansas HGSS standards are broad and conceptual. Educators and students should apply these conceptual understandings to all content topics and every lesson. Educators should consider selecting one or more standards as the base for their instructional design.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



## Select Content and Develop Questions

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

### ***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

### **Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Perspectives of Psychology
- Biology and Behavior
- Life Development
- Memory and Learning
- Social Interaction
- Sociocultural Diversity
- Mental Health and Treatment

### **Perspectives on Psychology**

This unit is intended to be a general introduction to Psychology. It should include history of the discipline and the development of psychology as an empirical science. The student should be given exposure to various methodologies and subfields within the discipline. Students should be presented differing perspectives and values on the application of the discipline to both human and nonhuman subjects.

History and development of psychology as empirical science

Define psychology

Goals of psychology

History of psychology

Perspectives employed to understand behavior

Major sub-fields of psychology (Clinical, Developmental, Forensic, Rehabilitation, Neurological, Sports, etc.)

Value of “basic” and “applied” psychological research  
Role psychology plays in benefiting individuals and society

### **Sample Compelling Questions**

- What are the ethical considerations in deciding to research human behavior?
- To what degree is a psychologist responsible for the outcome of behavior experimentation?
- To what degree do personal biases impact the study of psychology?
- What have been the most significant advances in the study of psychology?
- What is the relationship between psychology and business, sports, religion, etc.?

### **Biology and Behavior**

This unit addresses the biological structures and functions of the nervous system. Students should be given instruction in specific structures of the brain and nervous system, how neural transmission takes place, brain chemistry, genetics, and advances in neuroscience.

#### Structure and Function of nervous systems

Major subdivisions of the human nervous system

Parts of the neuron and the basic process of neural transmission

Structures and functions of the various parts of the central nervous system

Lateralization of brain functions

Mechanisms and plasticity of the nervous system

#### Structure and Function of endocrine systems

Endocrine glands and the link to the nervous system

Effects of hormones on behavior and mental processes

Effects of hormones on the immune system

#### Interaction between biological factors and experience

Concepts of genetic transmission

Interactive effects of heredity and environment

Genetic influences on behavior

### Methods and issues related to biological advances

Tools used to study the nervous system

Advances in neuroscience

Related issues in neuroscience and genetics

### **Sample Compelling Questions**

- In what ways do biological factors affect the way we make decisions?
- At what point can abnormal or criminal behavior be attributed to biology?
- How do biological systems affect what you believe?
- What biological factors affect cognitive acuity as individual's age?
- How do various parts of the nervous system work together to create various behaviors?

### **Life Development**

This unit addresses various theories of development from pre-natal to end of life. Cognitive, moral, and social development is central. Pre-natal, infancy, childhood, adolescence, adulthood, and aging should be topics. The development of communication and learning skills should play a significant role in this unit.

#### Methods and issues in life-span development

Biological and environmental factors in brain development

Issues of continuity and change

Methods used to study development

Sensitive and critical periods in development

End of Life issues

#### Theories of life-span development

Cognitive

Moral

Social

#### Infancy

Physical motor development

Perceptual abilities and intellectual development

Attachment and the caregiver

Communication and Language

### Childhood

- Physical motor development
- Memory and thinking development
- Social, cultural, and emotional development

### Adolescence

- Physical changes
- Reasoning and morality
- Identity formation
- Family and peers

### Adulthood and Aging

- Physical changes associated with aging
- Cognitive changes associated with adulthood and aging
- Social, cultural, and emotional issues of aging

### **Sample Compelling Questions**

- What changes occur in decision-making between infancy and adulthood?
- To what extent does aging, disease, ethics, or other factors, impact end-of-life issues?
- To what extent does physical development affect self-identity?
- What aspect of *being human* seems to change the least from infancy to adulthood?
- To what extent do nature and nurture play in determining individual human behavior?

### **Memory and Learning**

This unit addresses encoding, storage, and retrieval of information from memory. Students should be instructed on factors affecting encoding and shallow and deep processing strategies for improving memory. Students should also receive instruction in the importance of and factors effecting retrieval. This unit should address student-learning from both cognitive and metacognitive perspectives. Classical and operant conditioning, and observational and cognitive leaning should be discussed. Intelligence may be included here or discussed in the unit on Socio-cultural diversity.

### Encoding of memory

- Factors influencing encoding
- Difference between shallow and deep processing
- Strategies for improving encoding of memory

### Storage of Memory

- Differences between working and long-term memory
- Biological processes related to how memory is stored
- Types of memory and memory disorders
- Strategies for improving memory storage

### Retrieval of Memory

- Retrieval cues in memory
- Interference in retrieval
- Factors influencing memory retrieval
- Strategies for improving retrieval of memories

### Classical Conditioning

- Principles of classical conditioning
- Clinical and experimental examples
- Everyday real-life examples

### Operant Conditioning

- Law of effect
- Principles of operant conditioning
- Clinical and experimental examples
- Everyday real-life examples

### Observational and Cognitive learning

- Principles of observational and cognitive learning
- Everyday examples of observational and cognitive learning

### **Sample Compelling Questions**

- How much control do we have over what we remember?
- What responsibilities do individuals using classical or operant conditioning have toward their subjects?
- How might your belief about your own ability to learn affect your memory?
- How does an individual's ability to encode and retrieve information change over time?

- In what ways does learning affect behavior?

### **Social Interaction**

This unit addresses behavior in relation with others. Characteristics such as attitudes, implicit and explicit behaviors, group dynamics, stereotyping, prejudice, aggression, attraction, etc., should be covered.

#### Social Cognition

- Attributional explanations of behavior
- Attitudes (implicit and explicit) and behavior
- Persuasion

#### Social Influence

- Power of the situation
- Effects of other's presence on individual behavior
- Group dynamics
- Individual influence on group behavior

#### Social Relations

- Stereotyping, prejudice, and discrimination
- Determinants to pro-social behavior
- Aggression and conflict
- Attraction and relationships

### **Sample Compelling Questions**

- What factors influence an individual's decisions to obey, make friends, find love, and help others?
- How much responsibility does an individual have for group behavior and the group for individual behavior?
- How do people explain the behavior of others?
- How are individuals affected by groups?
- In what ways do social relationships and interactions impact individuals and communities?

### **Sociocultural Diversity**

This unit focuses on how people are different. It defines culture and diversity. Topics should also include diversity issues such as gender, race, ethnicity, socioeconomic status, and identity and self-concept. Issues surrounding personality, emotion, motivation, thinking, and intelligence should also be discussed.

### Social and Cultural Diversity

Define cultural diversity

Cultures change over time and vary within communities and nations

Culture and conceptions of self and identity

Race and ethnicity

Socioeconomic status

Privilege and social power structures relating to stereotypes, prejudice and discrimination

### Diversity among Individuals

Gender similarities and differences

Gender roles and expectations

Gender identity and sexual orientation

Stereotypes and treatment of minority and majority groups in society

### Perspectives on Personality

Theories on Personality (psychodynamic, trait, humanistic, social-cognitive, etc.)

Personality assessment techniques and systems

Issues (biological, situational, change, health, work, self-concept, identity, individual and collective culture)

### Sample Compelling Questions

- To what degree does personality and self-identity impact the choices individuals make?
- What is the relationship between privilege and social power to prejudice and discrimination?
- In what ways is diversity among individuals positive and negative?
- What factors are critical to cultural change in a community?
- What is the relationship between socioeconomic status and personality?

### Mental Health and Treatment

Students should address perspectives on abnormal behavior and psychological disorders. Students should be exposed to cross-cultural views of abnormality and stigma attached to mental illness or disorder. Students should be made aware of the challenges associated with diagnosis, and the symptoms of major disorders, how treatment might occur, and factors that influence those effects. Coping

procedures, attitudes and behaviors that promote mental health should be discussed.

#### Perspectives on Abnormal behavior

- Define abnormal behavior
- Historical and cross-cultural views of abnormal behavior
- Models of abnormality
- Stigma related to abnormality
- Impact of abnormality on relationships (friends, family, community, society)

#### Categories of psychological disorders

- Classification of psychological disorders
- Diagnosis of disorders
- Symptoms and causes of disorders (schizophrenia, mood anxiety, personality disorders)
- Factors influencing individual experiences with psychological disorders

#### Perspectives on Treatment

- Changes in psychological treatment over time
- Methods of treatment and psychological perspectives
- Varieties of treatment options

#### Categories and types of treatment

- Biomedical
- Psychological
- Age specific
- Efficacy of treatment for particular disorders

#### Stress and Coping

- Stress as a psychophysiological reaction
- Sources of stress
- Health consequences
- Strategies for dealing with stress

#### Behaviors and attitudes that promote health

- Ways to promote mental and physical health
- Characteristics of and factors that promote resilience and optimism
- Effective means of dealing with stressors and other health issues

### **Sample Compelling Questions**

- In what ways do mental health issues impact an individual's ability to make choices?
- What protections might exist for individuals with mental health issues?
- How do beliefs and ideas about mental health issues make treating mental illness difficult?
- How has the treatment of mental illness changed in the last 75 years?
- What is the relationship between stress and physical and mental health?



### **Develop Tasks with Benchmarks:**

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

#### **Benchmarks:**

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### **Curate Resources**

Many print and online resources exist that students can use while exploring the topics and questions in this Psychology course. For example, the National Archives, Library of Congress, and the Smithsonian are natural places for educators and students might use to begin collecting primary, secondary, and tertiary pieces of evidence.



## **Integrate Reading & Writing**

High-quality social studies instruction develops the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Disciplinary strategies should include the use of primary, secondary and tertiary documents as appropriate through the grade-levels. These skills include evaluation, interpretation, analysis, determining bias, and the creation of products that effectively communicate the problems and solutions.



## **Apply Best Practices Focused on Competencies**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.



## **Upper-Level Competencies**

Lessons and units should be designed to ensure that instruction best practices are aligned to the Competencies in each grade-level appendix as well as to the foundational content, standards, and benchmarks.

### **Civics/Government**

The student:

- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- discusses the role government plays in the lives of citizens.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.

### **Cultural**

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.

- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

### **Economic**

The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organization and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

### **Geography**

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

### **History**

The student:

- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- recognizes perspective and points of view.
- collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

### **Social and Emotional Character Development**

The student:

- demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
- predicts how increased assertiveness would affect outcomes of various situations.
- endeavors to understand others feelings, behaviors, and situational context.

American Psychological Association. (2011). "National Standards for High School Psychology Curricula" Washington, DC

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## **Glossary of Terms**

### *Standards and Benchmark Language*

Analyze	Examine methodically and in detail, typically for purposes of explanation and interpretation.
Argument	A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.
Beliefs	Something one accepts as true or real; a firmly held opinion or conviction.
Change	The act or instance of making or becoming different.
Choice	The act of selecting or making a decision when faced with two or more possibilities.
Claim	An assertion of the truth of something, typically one that is disputed or in doubt.
Conclusions	A judgment or decision reached by reasoning.
Connections	A relationship in which a person, thing, or idea is linked or associated with something else.
Consequences	A result or effect of an action, choice or condition.
Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.
Continuity	The unbroken and consistent existence or operation of something over a period of time.
Dynamic	A process or system characterized by constant change, activity, progress, or regression.

Environments	The physical, social, political, economic, or general surroundings or conditions in which a person lives or acts.
Evaluate	Make a judgement on the value or importance of a thing.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Ideas	A thought or suggestion as to a possible course of action.
Identity	The fact of being who or what a person or thing is.
Individuals	A single human being as distinct from a group, class, or family.
Investigate	Research or study into so as to discover facts or information.
People	Human beings in general or considered collectively or as a part of a community or group.
Places	Positions or points in space designated for specific purposes or activities.
Practices	The actual real-life application or use of an idea, belief, or method, as opposed to theories relating to it.
Recognize	Identify (someone or something) from knowledge or memory.
Relationship	The way in which two or more concepts, objects, or people are connected, or the state of being connected.
Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Responsibilities	A thing that one is required to do as part of a job, role, or a legal or moral obligation.
Rights	A moral or legal entitlement to have or to act in a certain way.

Significant Choice	A selection of one of several options having a great or important impact; indicative of something.
Societies	The aggregate of people living together in a more or less ordered community.
Understanding	The ability to perceive the significance, explanation, or causes of concrete events or abstract concepts or ideas.

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