

# HGSS SKILLS DOCUMENT BY GRADE AND DISCIPLINE



Kansas College and Career Ready Standards

*2013 KANSAS HISTORY,  
GOVERNMENT, AND SOCIAL  
STUDIES STANDARDS*

## **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.

### **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**

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

# HGSS Skills by Grade and Discipline

## ***College, Career, and Citizenship Ready***

“America’s greatness is reflected in its 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. These are the skills of a democratic citizen, and failure to teach them threatens the future of the United States. To be an American citizen requires developing a democratic mind—the intellectual ability to entertain contradictory or opposing ideas, hold tentative judgments, and make decisions based on facts supported by evidence.<sup>1</sup> This critical thinking is essential to the study of many subjects, but is particularly important when studying history, civics, geography, and economics. None of us are born with this capability. Author Sam Wineburg describes this sort of critical thinking as an “un-natural act.”<sup>2</sup> So it must be taught. Thomas Jefferson wrote in 1824, “The qualifications for self-government in society are not innate. They are the result of habit and long training.”<sup>3</sup>

To prepare students to become effective twenty-first-century citizens requires more than a traditional knowledge of content. 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 in the design of high-quality instructional lessons and units.”<sup>4</sup>

These skills support college, career, and citizenship ready outcomes for student learning. Success in college, career, and citizenship is more than just knowing the material, but is a result of a rich, rigorous, and well-rounded educational curriculum. These skills reinforce the work of other entities in defining the skills and knowledge required to be college, career, and citizenship ready.

The Kansas State Board of Education has defined College and Career Ready to mean “an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce . . .” The following chart gives districts some guidance in the HGSS skills required for College, Career, and Citizenship readiness.

This document is guidance not a mandate, and should not be used for evaluation of students or teachers. An individual student’s growth (physical and intellectual), progress, and development might have the following skills appearing earlier or later than suggested in the following pages. Individual students may or may not demonstrate all of these skills (based on their own personal strengths and weaknesses) prior to graduation. The student who possesses and applies these skills will be fully prepared to be successful in college, career and citizenship.

1. Davis, James E., Hartoonian, H. Michael, Van Scotter, Richard D., & White, William E. (2012) “Restoring Civic Purpose in Schools,” Education Week.
2. Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.
3. Bergh, A. E., & Lipscomb, A. (1903). *The Writings of Thomas Jefferson*. Washington D.C.: Thomas Jefferson Memorial Association of the United States. 20 vols. 16:20-22.
4. Kansas State Department of Education. (2013). Kansas College and Career Ready Standards for History, Government, and Social Studies. Page 6.

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### Purpose of this document

- This document is intended to give direction and guidance to individuals and teams of individuals as they develop curriculum and instructional units.
- The skills and knowledge listed here are grade specific (grades K-5), and grade banded (6-8 and 9-12).
- All students are different and may acquire these skills before or after they are listed on this chart.
- Curriculum leaders and/or teams should feel free to add to the following lists.
- Please see the resources page at the end of this document for additional information or clarification

This document is not intended to be a rubric for student performance or assessment.

This document is not intended to be used for teacher evaluation purposes.

This document is not intended to define what is taught in Kansas schools.



## HGSS Skills by Grade and Discipline

|  | History   | Civics/Government   | Geography   | Economics   | Cross-Disciplinary Skills  |
|--|---|---|---|---|--|
| <p>By the end of</p> <p><b>K</b></p> <p>the student should be able to:</p> | <p>Use personal experience and observations to gain information</p> <p>Compare and contrast experiences and traditions</p> <p>Identify and predict using cause and effect</p> | <p>Make choices based on understandings of motivation and consequences</p> <p>Share resources with Others</p> <p>Follow classroom rules</p> <p>Follow agreed upon rules for discussion</p> <p>Participate in collective decision making</p> | <p>Create and use mental mapping</p> <p>Make general observations about place and location</p> <p>Discuss relative location: above/below, left/right, near/far, here/there etc.</p> <p>Draw a map and give directions</p> | <p>Make choices based on understandings of motivation and consequences</p> <p>Share resources with others</p> <p>Draw or in other ways share about their personal wants and needs</p> <p>Distinguish actions of spending from actions of saving</p> | <p>Use graphic organizers to organize information</p> <p>Ask questions in order to seek out information</p> <p>Participate in collaborative conversations with diverse partners</p> <p>Self-moderate behavior</p> <p>Retell a story using several different media</p> <p>Asking and answering questions from read aloud and through other media</p> <p>Asking and answering questions about key details and requesting clarification</p> |

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| Grade  | History  | Civics/Government   | Geography   | Economics  | Cross-Disciplinary Skills  |
|--|--|---|---|--|--|
| <p><b>By the end of</b></p> <p><b>1</b></p> <p><b>the student should be able to:</b></p> | <p>Create a timeline using multiple events</p> <p>Compare and contrast historical events or experiences</p> <p>Analyze a problem of dilemma</p> <p>Identify and predict cause and effect</p> | <p>Create and follow rules</p> <p>Interact and communicate with others in a respectful manner</p> <p>Recognize shared ideals</p> <p>Demonstrate character</p> | <p>Describe the purposes of maps and globes</p> <p>Locate major features on a map</p> <p>Identify their home address and school name</p> <p>Draw a map with human and physical features</p> <p>Observe and record weather</p> | <p>Describe a family's needs and wants</p> <p>Differentiate between wants and needs</p> <p>Describe jobs they might like to have</p> <p>Distinguish between barter/trade and money</p> | <p>Use information to problem-solve</p> <p>Ask and answer questions about text</p> <p>Identify the main idea and key details of text</p> <p>Describe the connections between pieces of information in text</p> <p>Use multiple ways to present information from text</p> <p>Participate in collaborative conversations with diverse partners</p> <p>Organize, represent and interpret data with at least 3 data points</p> |

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| Grade  | History   | Civics/Government   | Geography   | Economics  | Cross-Disciplinary Skills  |
|--|---|---|---|--|--|
| <p><b>By the end of</b></p> <p><b>2</b></p> <p><b>the student should be able to:</b></p> | <p>Use historical information, artifacts, and documents to investigate the past</p> <p>Compare life in the past to life today</p> <p>Compare different accounts of the same event</p> <p>Use evidence to support conclusions about cause and effect</p> <p>Analyze information and draw conclusions</p> <p>Describe the connections between historical events and other relevant ideas and concepts</p> | <p>Interact with others in a respectful manner</p> <p>Create and follow rules</p> <p>Describe characteristics of a leader</p> <p>Describe the roles of people in positions of authority</p> <p>Explain the need for rules</p> <p>Explain why we need government</p> <p>Explain how people work together to accomplish common tasks</p> <p>Describe some democratic principles</p> | <p>Recognize and interpret map titles, symbols, legends, compass rose, cardinal directions, grid systems, and scale</p> <p>Use maps and other representations to describe place and the interactions and relationships between physical and human geography</p> <p>Observe and record geographic information</p> <p>Measure distance from a map scale</p> <p>Describe how geography impacts human activity and how human activity impacts the geography</p> | <p>Analyze costs and benefits</p> <p>Describe why people/nations trade</p> <p>Describe local goods and services and how they differ from others</p> <p>Identify product prices</p> <p>Explain how and why people earn income</p> <p>Recognize the opportunity cost of a particular choice</p> <p>Recognize that scarcity of something increases its value (supply and demand)</p> <p>Distinguish between barter/trade and money</p> <p>Explain how scarcity necessitates decision making</p> | <p>Responsible decision making</p> <p>Use research skills to gather, source, and analyze information</p> <p>Ask and answer who, what, when, where, and how questions about text</p> <p>Identify the main idea/key details in a multi-paragraph text</p> <p>Determine the kinds of sources that would be helpful in answering certain questions</p> <p>Participate in a research and writing projects reading several sources on the same topic</p> <p>Participate in collaborative conversations with diverse partners</p> <p>Construct maps, graphs, and other representations of information</p> |

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|--|---|--|---|---|--|
| <p><b>By the end of</b></p> <p><b>3</b></p> <p><b>the student should be able to:</b></p> | <p>Create and use a timeline</p> <p>Describe the relationship between historical events using language that pertains to time, sequence and cause and effect</p> <p>Use information to frame important historical questions</p> <p>Evaluates events from multiple perspectives</p> | <p>Seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-looking</p> <p>Demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution</p> <p>Identify common problems or needs within the school or community and participate and persevere in problem solving</p> | <p>Demonstrate mental mapping skills</p> <p>Observe explore and compare human and physical characteristics of the community</p> <p>Identify major bodies of land and water</p> <p>Read maps to analyze city locations by hemisphere and climate</p> <p>Read maps to solve a problem</p> <p>Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale</p> | <p>Explain how location impacts supply and demand</p> <p>Analyze the cost benefit of a community decision</p> <p>Evaluate the personal benefits of saving and spending, borrowing and lending</p> <p>Recognize opportunity cost</p> | <p>Determine the meaning of general academic social studies specific words and phrases from text</p> <p>Compare and contrast important points and details from two texts on the same topic</p> <p>Conduct a short research project</p> <p>Locate credible information from a variety of sources</p> <p>Identifies and compares information from primary and secondary sources</p> <p>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</p> <p>Follow agreed upon rules of discussion.</p> <p>Solve problems and justify the decision</p> |

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|--|---|---|--|--|---|
| <p><b>By the end of</b></p> <p><b>4</b></p> <p><b>the student should be able to:</b></p> | <p>Frame historical questions</p> <p>Recognize historical perspective</p> <p>Analyze multiple perspectives</p> <p>Recognize the source and context of primary sources</p> | <p>Demonstrate cooperation and compromise</p> <p>Exhibit good citizenship skills</p> <p>Takes responsibility for obeying rules and helping others</p> <p>Participate in group decision making</p> | <p>Demonstrate mental mapping skills</p> <p>Read various types of map grid systems, symbols, legends, scales, etc.</p> <p>Determine absolute and relative location of places</p> | <p>Explain the production, distribution, and consumption of a product</p> <p>Discuss opportunity cost in regards to choices made in different regions of the country</p> <p>Define the characteristics of a market economy (private property, voluntary exchange, competition, etc.)</p> <p>Define goods, services, consumers, economy, cost/benefit, etc.</p> | <p>Refer to text as evidence in support of an answer or claim</p> <p>Determine the meaning of general academic social studies specific words and phrases from text</p> <p>Create informative/explanatory text to examine a topic and clearly convey information or ideas about the topic</p> <p>Report on a topic or text, tell a story or recount and experience in an organized manner using evidence and argument</p> <p>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</p> <p>Follow agreed upon rules of discussion.</p> <p>Use charts, graphs and tables to gather information</p> |

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|--|--|--|--|---|--|
| <p><b>By the end of</b></p> <p><b>5</b></p> <p><b>the student should be able to:</b></p> | <p>Discuss the importance of considering the source of a document and the circumstances under which it was created (Sourcing)</p> <p>Discuss the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization)</p> <p>Identify corroboration or points of agreement or disagreement across multiple sources</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>Draw connections between life today and life at previous times</p> | <p>Distinguish the responsibilities and powers of the branches of government</p> <p>Distinguish the responsibilities and powers of government officials at various levels</p> <p>Examine the origins and purposes of rules, and laws</p> <p>Discuss key U.S. Constitutional concepts and principles</p> <p>Explain how people make rules to create responsibilities and protect freedoms</p> <p>Use evidence and argument to make judgments about the strengths and weaknesses of a position on an issue</p> <p>Apply civic virtues and democratic principles in the school setting</p> <p>Identify core civic virtues and democratic principles that guide societies</p> <p>Use deliberative processes when making decisions or reaching judgments as a group</p> <p>Identify beliefs, experiences, perspectives and values</p> | <p>Ask geographic questions</p> <p>Acquire geographic information from sources</p> <p>Organize and present geographic information using a variety of methods and resources</p> <p>Analyze geographic information to seek patterns, relationships, make predictions, make inferences, draw conclusions etc.</p> | <p>Ask economic questions</p> <p>Acquire economic information from sources</p> <p>Analyze economic information from a variety of sources</p> <p>Answer economic questions by organizing and presenting economic information in various modes of communication</p> <p>Demonstrate good economic decision making skills</p> | <p>Explain the relationships between two or more individuals, events, ideas, or concepts in text</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>Conduct short research projects that use several sources summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</p> <p>Answer questions and construct knowledge in order to make connection to the real world</p> <p>Discuss why individuals and groups might have different perspectives</p> <p>Discuss how perspectives shape the world they live in<br/>Make a claim and support it with evidence and argument</p> <p>Make a claim and support it with evidence and argument</p> |

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| Grade  | History  | Civics/Government  | Geography   | Economics  | Cross-Disciplinary Skills  |
|--|--|--|---|--|--|
| <p>By the end of</p> <p><b>6-8</b></p> <p>the student should be able to:</p> | <p>Ask historic questions</p> <p>Analyze and interpret a variety of texts and media</p> <p>Describe what sourcing a document is and communicate its importance in historical terms</p> <p>Describe and communicate what context is and its importance in understanding history</p> <p>Demonstrate historical knowledge about a time period or era by demonstrating significance and/or recounting the narrative</p> <p>Discuss specific instances of continuity and change over time</p> <p>Demonstrate their understanding of history by categorizing the causes and impact of significant events</p> <p>Identify the relevance of particular sources to a particular inquiry</p> | <p>Demonstrate the connection to personal interest, civic virtue, and democratic principles in their own lives</p> <p>Examine the powers and limits of the three branches of government at federal, state and local levels</p> <p>Explain the origins and structures defined by the U.S. Constitution and compare those structures to those of other political systems</p> <p>Describe and discuss the powers and responsibilities of citizens, political parties, media, and interest groups if creating public policy</p> <p>Use standards and/or a criteria to make judgments about positions on a particular issue and to take a position on a particular issue</p> <p>Describe and discuss how public policy is made and what forces sway the civic outcome</p> <p>Clearly articulate their position on an issue and communicate that position, with argument, to policy makers</p> <p>Work cooperatively to build coalitions, negotiate, compromise, and build consensus</p> <p>Identify possible methods to move work forward and the obstacles preventing progress</p> | <p>Ask geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts</p> <p>Gather and organize geographic information from a variety of sources</p> <p>Analyze and interpret geographic information</p> <p>Draw conclusions and answer geographic questions</p> <p>Construct maps to describe spatial and cultural patterns</p> <p>Use technology and other representations to explain relationships between geographic and/or political areas</p> <p>Discuss possible reasons for differences between areas with similar environments yet distinctly different cultures</p> <p>Demonstrate understanding of the relationship between local environment, and human political and economic activity</p> | <p>Ask economic questions about choices, cost/benefit, how people respond to incentives, opportunity cost analysis, voluntary exchange and other economic concepts</p> <p>Gather and organize economic information from a variety of sources</p> <p>Analyze and interpret economic information</p> <p>Make reasoned judgments and analysis to solve authentic real life economic problems</p> <p>Draw conclusions and answer economic questions</p> <p>Evaluate alternative approaches to solving economic problems identifying the benefits and costs to different individuals, groups and society as a whole</p> | <p>Read closely and comprehend, analyze and interpret discipline specific text</p> <p>Use corroboration to support or defend a particular position or claim</p> <p>Discuss how choices affect the well-being of individuals, businesses, and society</p> <p>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</p> <p>Answer questions and construct knowledge in order to make connection to the real world</p> <p>Discuss how perspectives shape the world they live in</p> <p>Make a claim and support it with evidence and argument</p> |

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|---|--|---|--|--|---|
| <p><b>By the end of</b></p> <p><b>9-12</b></p> <p><b>the student should be able to:</b></p> | <p>Ask and answer sophisticated historical questions using evidence and argument</p> <p>Recognize perspective and points of view</p> <p>Use their knowledge to analyze and create historical understandings</p> <p>Identify, defend and/or create an interpretation or narrative using evidence and argument</p> <p>Collect, organize, categorize, and construct understanding of relevant information for a particular event</p> <p>Demonstrate a variety of ways of knowing about the past including academic and experiential knowledge</p> | <p>Ask and answer sophisticated civics/government questions using evidence and argument</p> <p>Demonstrate an understanding of power at all levels of government and between all organizations and individuals</p> <p>Discuss the role government plays in the lives of citizens</p> <p>Discuss the role of the United States in the world</p> <p>Discuss the tensions between the political system, business, and the citizens</p> <p>Evaluate a position using multiple perspectives and points of view</p> <p>Identify and evaluate causes for actions and potential consequences of possible actions or reactions</p> <p>Demonstrate knowledge of contemporary issues and develop a claim using evidence and argument to support it</p> <p>Discuss the making of public policy and advocate for or against a public policy position</p> <p>Communicate clearly and appropriately with policy makers on issues</p> <p>Work collaboratively and cooperatively to negotiate, compromise, build coalitions and create a consensus</p> | <p>Ask and answer sophisticated geographic questions using evidence and argument</p> <p>Organize, categorize and analyze a variety of geographic information including text, maps, charts, graphs, and digital media</p> <p>Use technology to create maps and displays of spatial, cultural, political and physical characteristics</p> <p>Use geographic information to solve real world problems</p> <p>Analyze the dynamic relationship between humans and the environment</p> <p>Evaluate economic and political decision making as it effects geography</p> | <p>Ask and answer sophisticated economic questions using evidence and argument</p> <p>Organize, categorize and analyze a variety of economic information including text maps, charts, graphs and digital media</p> <p>Identify and implement a processes for solving real world economic problems</p> <p>Analyze the influence of incentives on economic choices for different groups</p> <p>Use economic concepts, evidence and argument to construct a claim for the solution to an economic problem</p> <p>Discuss the role governments and other organization and interests play in economic systems</p> <p>Demonstrate an understanding of economic rights and responsibilities</p> | <p>Comprehend, analyze, and interpret, difficult complex discipline specific text</p> <p>Demonstrate an understanding of competing values and the tensions that exist between them</p> <p>Make a sophisticated claim and support their position using evidence and argument</p> <p>Write a well-organized argument advocating or defending an interpretation or position on a topic</p> <p>Engage in construction of their own knowledge, disciplined inquiry, and making connections to the real world</p> <p>Acquire information by conducting personal research to address a real world problem</p> <p>Explain the relationship between history, economics, geography, and government when addressing contemporary issues</p> <p>Apply civic virtues and democratic principles in working with others</p> <p>Apply appropriate decision making process both individually and with a group</p> <p>Draw connections between academic knowledge and real world issues</p> |

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### Skills table was adapted from the following sources;

Kansas College and Career Ready Standards for English Language Arts and Literacy, Kansas State Board of Education, 2010 (<http://www.ksde.org/Default.aspx?tabid=5559>)

Stanford History Education Group, Stanford University Stanford California (<https://beyondthebubble.stanford.edu/our-approach>)

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013). (<http://www.socialstudies.org/c3>)

National Standards for Civics and Government Center for Civic Education, Calabasas, CA (<http://new.civiced.org/>)

Geography for Life National Geography Standards, Second Edition, National Council for Geographic Education (NCGE) 2012 (<http://www.ncge.org/geography-for-life>)

Skills Map: National Council for Geographic Education and the Partnership for 21<sup>st</sup> Century Skills (<http://ncge.org/files/documents/21st-Century-Skills-Map.pdf>)

National Geographic Society Washington DC. ([http://education.nationalgeographic.com/education/geographic-skills/?ar\\_a=1](http://education.nationalgeographic.com/education/geographic-skills/?ar_a=1))

National Standards for Financial Literacy, Council for Economic Education New York, New York (<http://www.councilforeconed.org/general-information/contact/>)



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