



Parent Guide: Grades 9-12

STANDARDS:

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.



CONTENT

(Class content may vary as it is a part of the curriculum developed by your school and not prescribed by the state of Kansas.)

In grades nine through twelve students will have exposure to a variety of content. Geography, Economics, World History, US History, and American Government are most common. Students should possess a general understanding of social studies concepts related to history, geography, economics, and civics/government through their studies in earlier grades. 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. Students should be engaged in recognizing, evaluating, analyzing context, drawing conclusions, doing research, making connections, and making a claim and supporting that claim with evidence and argument. At this level students should be independently constructing their own meaning and understanding around history, government, geography, and economic real-world topics.

Students Should Understand That . . .

- Choices cause change which the decision maker may not be able to anticipate.
- Every choice comes with a cost.
- Choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
- Rights tell the bearer what they are free to do, but are not a requirement to do it.
- Rights are something that societies often guarantee and come with responsibilities.

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- A responsibility is a duty or obligation to perform or complete.
- 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.
- Change is generally continuous 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.
- Relationships are the connections that exist between two or more parties and are characterized by constant change.
- The interaction of a single relationship impacts to some degree all other relationships.
- Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.

CONCEPTS/IDEAS

Each school district writes their own curriculum. Please check with your child’s teacher for specific content for any specific course. Instruction should focus on learning concepts, developing understandings, demonstrating relevance, clarifying student values, and capitalizing on experiences.

QUESTIONS YOU MIGHT ASK YOUR CHILD

- How are you planning on making choices about your future?
- What are the most important choices you will be making in the near future? Why?
- How is what you are doing today preparing you for your future?
- How do you want to be living in ten years? What do you imagine your life will be like?
- Do you feel free? Why?
- What is the most important thing you do every day? Why?
- When someone asks you who you are what do you say and why?
- If you had to describe yourself using ten words what would those ten words be?
- What are somethings you think you ought to do but don’t? Why?
- What is the biggest change you have seen in the world in your lifetime?
- What do you imagine will be the same in twenty years as it is today?
- When you leave home how will your relationships change?
- If you started your job/career tomorrow, how would that change your relationships?
- If you could live in anytime in the past when and where would you live and why?



THINGS YOU MIGHT SHARE WITH YOUR CHILD

- What school was like when you were their age.
- Who was your favorite/worst teacher and why.
- How you made decisions about your future and how you might have done it better
- Good and bad choices you made and the results, good and bad, from those choices.
- What was the most important decision you ever had to make and how did you decide.
- When your life was hard how did you deal with it. Was it healthy or unhealthy?
- What your greatest hope is and your greatest burden.
- What was the biggest historic event during your life and what do you remember.
- What the best/worst thing that ever happened to you.
- What was something you did when you were young that you wish you could change.
- What was something that you wished you had gotten to do when you were their age.
- A relationship that you miss or perhaps wish you had made a priority.
- What has been the biggest change in the world in your lifetime.
- What “dating” or “going out” was like when you were their age.
- If you were bullied or were a bully and what that experience was like.
- Who your best friends were in high school and what your relationship is with them now.
- Who were your heroes growing up, and who they are today.

Competencies

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

YOUR CHILD:

- 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.

CULTURAL

YOUR CHILD:

- 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.

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HISTORY

YOUR CHILD:

- 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

YOUR CHILD:

- 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).

GEOGRAPHY

YOUR

- 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.

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ECONOMICS

YOUR CHILD:

- 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.

For more information, contact:

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