



Parent Guide: Grades 6-8

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 six through eight students will have exposure to a variety of content. Ancient World History, Geography, Kansas History, and US History 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 elementary 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 begin learning how to construct 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.
- 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.

History, Government and Social Studies



- 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

- What are the three most important choices you make every day?
- Who is the most heroic person you know and why do you think they are heroic?
- Which of your rights are most important to you?
- When people ask who you are, what do you say and why do you say it?
- What do you want to be like when you grow up?
- What is the biggest change you have seen in the world and why is it the biggest?
- What are the important relationships you have at ____ (school, home, etc.) and how do they affect each other?
- What is the hardest thing you do every day and why is it hard?
- What is the hardest thing you have ever done and why was it hard?
- If you could live in another time and place, 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.
- What was the most important decision you ever had to make and how did you decide?
- What was the biggest historic event during your life and what do you remember about it.
- What was something that 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.



Competencies

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

YOUR CHILD:

- 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.

CULTURAL

YOUR CHILD:

- 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.

HISTORY

YOUR CHILD:

- 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

YOUR CHILD:

- 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.

History, Government and Social Studies



- explains the origins and structures defined by the United States Constitution and compares those structures to those of other political systems.
- examines the powers and limits of the three branches of government at federal, state, and local levels.
- describes and discusses the powers and responsibilities of citizens, political parties, media, and interest groups if 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.

GEOGRAPHY

YOUR

- 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.

ECONOMICS

YOUR CHILD:

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

For more information, contact:

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