

**2020 KANSAS
HISTORY,
GOVERNMENT, AND
SOCIAL STUDIES
STANDARDS**

February 2020

*Final
Draft
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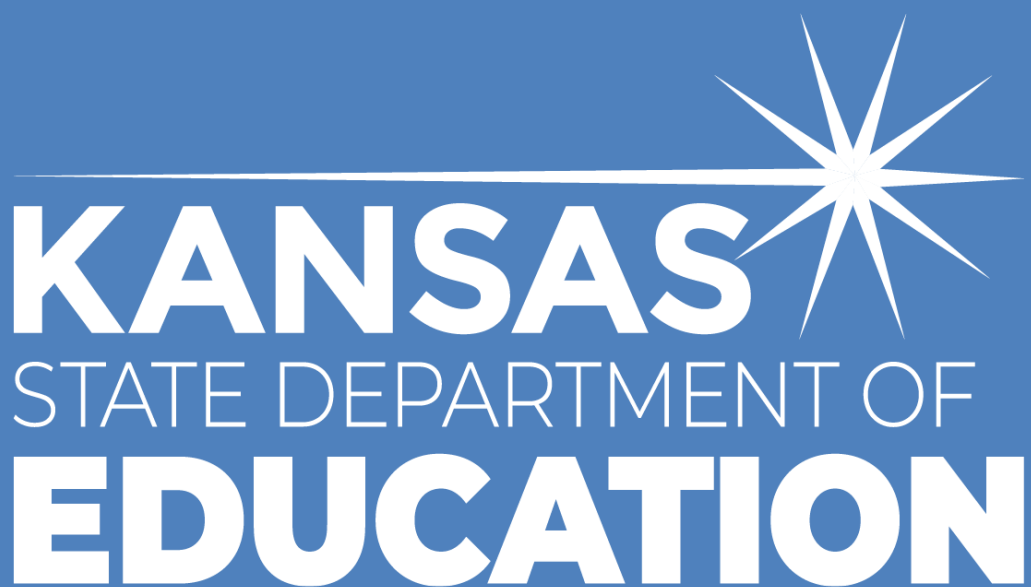


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Mission Statement:

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.



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.

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

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 of 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.*
- *All 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 his/her 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 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 towards 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 has 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 an informed, thoughtful, and engaged citizen. 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 helps 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, support students' ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.

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 4th 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)
K	Self	#1 Choices have consequences	
1	Families	#2 Rights and responsibilities	#1 Choices have consequences
2	Then and Now (Past and Present)	#4 Continuity and change	#1 Choices have consequences #2 Rights and responsibilities
3	Communities (Local History)	#3 Identities, beliefs, and practices	#1 Choices have consequences #2 Rights and responsibilities #4 Continuity and change
4	Kansas and Regions of the United States	#5 Dynamic Relationships	#1 Choices have consequences #2 Rights and responsibilities #3 Identities, beliefs, and practices #4 Continuity and change

5	United States History (Beginnings through at least 1800)	#1 Choices have consequences #2 Rights and responsibilities #3 Identities, beliefs, and practices #4 Continuity and change #5 Dynamic relationships
Middle Grades	World History, Geography, Kansas History (No earlier than 7th grade), United States History, Elective Courses	#1 Choices have consequences #2 Rights and responsibilities #3 Identities, beliefs, and practices #4 Continuity and change #5 Dynamic relationships
Upper Grades	World History, United States History, Civics-Government, Elective Courses	#1 Choices have consequences #2 Rights and responsibilities #3 Identities, beliefs, and practices #4 Continuity and change #5 Dynamic relationships

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.


Consider using the following infographic as a planning tool:


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 the 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 is 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 student 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 20th 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, 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 create relevant relationships for students. For example, middle level US History students might be asked to uncover the relationships between early pre-civil war state’s 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, student 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.”

So, 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. ([To Effective HGSS Classroom Practices](#))