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.
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.1 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.”2 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.”3

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.”4

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.

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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>History</th>
<th>Civics/Government</th>
<th>Geography</th>
<th>Economics</th>
<th>Cross-Disciplinary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>By the end of 2, the student should be able to:</td>
<td>Use historical information, artifacts, and documents to investigate the past</td>
<td>Interact with others in a respectful manner</td>
<td>Recognize and interpret map titles, symbols, legends, compass rose, cardinal directions, grid systems, and scale</td>
<td>Analyze costs and benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare life in the past to life today</td>
<td>Create and follow rules</td>
<td>Use maps and other representations to describe place and the interactions and relationships between physical and human geography</td>
<td>Describe why people/nations trade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare different accounts of the same event</td>
<td>Describe characteristics of a leader</td>
<td>Observe and record geographic information</td>
<td>Describe local goods and services and how they differ from others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use evidence to support conclusions about cause and effect</td>
<td>Describe the roles of people in positions of authority</td>
<td>Measure distance from a map scale</td>
<td>Explain the need for rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze information and draw conclusions</td>
<td>Explain why we need government</td>
<td>Describe how geography impacts human activity and how human activity impacts the geography</td>
<td>Explain why we need government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the connections between historical events and other relevant ideas and concepts</td>
<td>Explain how people work together to accomplish common tasks</td>
<td>Describe how geography impacts human activity and how human activity impacts the geography</td>
<td>Explain how people work together to accomplish common tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify product prices</td>
<td>Measure distance from a map scale</td>
<td>Recognize the opportunity cost of a particular choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain why people/nations trade</td>
<td>Describe some democratic principles</td>
<td>Recognize that scarcity of something increases its value (supply and demand)</td>
</tr>
</tbody>
</table>