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.
"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. 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.” 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.”

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.

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.

HGSS Skills by Grade and Discipline

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

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