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.


**HGSS Skills by Grade and Discipline**

**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.

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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.
<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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<tbody>
<tr>
<td>6-8</td>
<td>By the end of the student should be able to:</td>
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<td>Ask historic questions</td>
<td>Demonstrate the connection to personal interest, civic virtue, and democratic principles in their own lives</td>
<td>Ask geographic questions about spatial distributions, place, location scale and perspective, patterns and other geographic concepts</td>
<td>Ask economic questions about choices, cost/benefit, how people respond to incentives, opportunity cost analysis, voluntary exchange and other economic concepts</td>
<td>Read closely and comprehend, analyze and interpret discipline specific text</td>
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<td>Analyze and interpret a variety of texts and media</td>
<td>Examine the powers and limits of the three branches of government at federal, state and local levels</td>
<td>Gather and organize geographic information from a variety of sources</td>
<td>Gather and organize economic information from a variety of sources</td>
<td>Use corroboration to support or defend a particular position or claim</td>
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<td>Describe what sourcing a document is and communicate its importance in historical terms</td>
<td>Explain the origins and structures defined by the U.S. Constitution and compare those structures to those of other political systems</td>
<td>Analyze and interpret geographic information</td>
<td>Analyze and interpret economic information</td>
<td>Discuss how choices affect the well-being of individuals, businesses, and society</td>
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<tr>
<td>Describe and communicate what context is and its importance in understanding history</td>
<td>Describe and discuss the powers and responsibilities of citizens, political parties, media, and interest groups if creating public policy</td>
<td>Draw conclusions and answer geographic questions</td>
<td>Make reasoned judgments and analysis to solve authentic real life economic problems</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>Demonstrate historical knowledge about a time period or era by demonstrating significance and/or recounting the narrative</td>
<td>Use standards and/or a criteria to make judgments about positions on a particular issue and to take a position on a particular issue</td>
<td>Construct maps to describe spatial and cultural patterns</td>
<td>Draw conclusions and answer economic questions</td>
<td>Answer questions and construct knowledge in order to make connection to the real world</td>
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<td>Discuss specific instances of continuity and change over time</td>
<td>Describe and discuss how public policy is made and what forces sway the civic outcome</td>
<td>Use technology and other representations to explain relationships between geographic and/or political areas</td>
<td>Evaluate alternative approaches to solving economic problems</td>
<td>Discuss how perspectives shape the world they live in</td>
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<td>Demonstrate their understanding of history by categorizing the causes and impact of significant events</td>
<td>Clearly articulate their position on an issue and communicate that position, with argument, to policy makers</td>
<td>Discuss possible reasons for differences between areas with similar environments yet distinctly different cultures</td>
<td>Identify the benefits and costs to different individuals, groups and society as a whole</td>
<td>Make a claim and support it with evidence and argument</td>
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<td>Identify the relevance of particular sources to a particular inquiry</td>
<td>Work cooperatively to build coalitions, negotiate, compromise, and build consensus</td>
<td>Demonstrate understanding of the relationship between local environment, and human political and economic activity</td>
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