HGSS Skills by Grade and Discipline

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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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>By the end of K</th>
<th>History</th>
<th>Civics/Government</th>
<th>Geography</th>
<th>Economics</th>
<th>Cross-Disciplinary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>the student should be able to:</td>
<td>Use personal experience and observations to gain information</td>
<td>Make choices based on understandings of motivation and consequences</td>
<td>Create and use mental mapping</td>
<td>Make choices based on understandings of motivation and consequences</td>
<td>Use graphic organizers to organize information</td>
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<tr>
<td></td>
<td>Compare and contrast experiences and traditions</td>
<td>Share resources with Others</td>
<td>Make general observations about place and location</td>
<td>Share resources with others</td>
<td>Ask questions in order to seek out information</td>
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<td></td>
<td>Identify and predict using cause and effect</td>
<td>Follow classroom rules</td>
<td>Discuss relative location: above/below, left/right, near/far, here/there etc.</td>
<td>Draw or in other ways share about their personal wants and needs</td>
<td>Participate in collaborative conversations with diverse partners</td>
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<td></td>
<td></td>
<td>Follow agreed upon rules for discussion</td>
<td>Draw a map and give directions</td>
<td>Distinguish actions of spending from actions of saving</td>
<td>Self-moderate behavior</td>
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<td></td>
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<td>Participate in collective decision making</td>
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<td>Retell a story using several different media</td>
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<td>Asking and answering questions from read aloud and through other media</td>
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<td></td>
<td>Asking and answering questions about key details and requesting clarification</td>
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