KANSAS STANDARDS
for
History and Government; Economics and Geography

Kansas State Board of Education
Approved December 2004

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The Kansas Curricular Standards for History and Government; Economics and Geography Writing Committee

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Mission Statement

The Kansas Standards for History and Government, Economics and Geography enable students to actively participate as informed citizens, to build a foundation of continuous knowledge, to acquire a working knowledge and understanding of these disciplines, and to enrich their lives.

Purpose of this Document

This document is a revision of the standards, benchmarks and indicators for the Kansas Curricular Standards for History and Government; Economics and Geography (1999). The standards revision committee, made up of teachers, curriculum coordinators, professors and learning consultants included research into state and national standards, best practices in education, input from the teaching field and input from the public citizens of Kansas in order to define what Kansas students should be able to do in history, civics-government, geography and economics. The standards revision committee pro-actively responded to the feedback from the 1999 document throughout the revision process. This revised document focuses on knowledge and skills related to the human experience and is intended as a framework for curriculum, instruction, assessment, and teacher preparation.

Feedback from the 1999 document warranted a recommended scope and sequence. Many districts requested this in order to assist them in program planning. The recommended scope and sequence was created based on research in developmental learning, best practices of leading states' scope and sequence and the current scope and sequence naturally found in most Kansas districts. For example, most Kansas districts placed Kansas history in the seventh grade, therefore, it was placed in the seventh grade recommended scope and sequence in this document. While intending to provide a uniform guide for instruction, the standards are not intended to be a state-mandated curriculum for how and when content is taught. These decisions are left to teachers and local districts.

The integration of knowledge drawn from distinct disciplines is an important consideration in learning. A concerted effort was made to ensure that benchmarks and indicators could be accomplished in the classroom using an integrated approach. For example, fifth grade teachers presenting the historical context for the American Revolution can effectively incorporate civics-government, economic, and geography indicators at the same time. In addition, students can build understanding about the major concepts in successive grade levels.

Beyond shaping student instruction and assessment, these standards are intended to provide direction and guidance for staff development and teacher preparation and recertification. Underlying this document is a steadfast belief that both subject knowledge and teaching expertise are essential for effective instruction and a rich learning experience.

Intended Audiences

If you are a teacher, this document will help you understand the state standards in each discipline and how they can be used in your classroom. Indicators for state assessment are clearly marked. Instructional suggestions are intended to assist you in planning instruction. These are suggestions only.

If you are an administrator or curriculum specialist, this document will help you design and deliver local curriculum in each discipline. It will help you align district curriculum with Kansas standards. Indicators marked for assessment provide additional guidance to the district.

If you are a pre-service teacher or college/university faculty member, this document provides guidance for preparation of teachers in each discipline. Critical content and process skills needed for effective K-12 teachers are clearly spelled out for each discipline.

If you are a parent or community member, this document outlines the expectations for Kansas students in each discipline. It describes content and skills for which students will be held accountable.

Standards, Benchmarks and Indicators:
This document presents standards, benchmarks and indicators.

> *Standard*: a standard is a general statement of what a student should know and be able to do in academic subjects. For the purpose of this document, standards are defined for civics-government, economics, geography, and history.
>
> *Benchmark*: a benchmark is a specific statement of what a student should know at a specific time. For the purpose of this document, benchmarks are defined for grades, K, 1, 2, 3, 4, 5, 6, 7, 8, and grades 9-12 (cluster).
>
> *Indicator*: an indicator is a specific statement of knowledge or skills, which a student demonstrates in order to meet a benchmark.

Explanation of Key

▲ indicators marked for the Kansas Social Studies Assessment

Fifth Grade Knowledge and Application Indicators
The student: 1. ▲ (A) - **($)** determines the *costs* and *benefits* of a *spending*, *saving*, or *borrowing* decision. 2. (K) - **($)** recognizes that *supply* of and *demand* for workers in various careers affect *income*.

(K) knowledge indicator: the ability to recognize and recall social studies definitions, facts, concepts and procedures.
(A) application indicator: the ability to use or apply a social studies knowledge base to interpret, analyze, problem solve, make informed decisions, and impact civic participation.

($) marks an indicator that addresses a personal finance topic.

Sixth Grade Knowledge and Application Indicators
The student: 1. (A) examines reasons for variation in *population distribution* (e.g., environment, *migration*, *government* policies, birth and death rates). 2. ▲ (K) describes the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲ uneven distribution of *resources*, ▲water use in ancient Mesopotamia, ▲building projects in ancient Egypt, and Middle America, ▲the Greek *city-states*, empire building, movements for independence or rights).

▲ appears within an e.g. list and distinguishes the items specifically marked for assessment. If deltas did not appear, then the entire e.g. list would be assessed. In this example, empire building and movements for independence of rights will not be assessed. These deltas appear for more specificity of assessed items and to account for time constraints based on testing window.

Explanation of Key Cont…

First Grade Knowledge and/or Application Indicators
The student: 1. ★ (K) - **($)** discusses the *benefits* of saving money.

Teacher Notes:

1. ★ E5B5I1

★ stars mark the K-4 indicators that are foundational for the 6th grade assessment. In this example, this first grade economics indicator is a building block of knowledge for the assessed indicator E5B5I1 (**E**conomics, **5**th grade, **B**enchmark **5**, **I**ndicator **1**), which will be tested on the 6th grade assessment. Stars will only be found in grades K through 4, and the corresponding assessment indicator will appear in under the teacher notes.

(1, 2) denotes the indicator (s) which the instructional suggestions would assist in teaching.

Sixth Grade Instructional Suggestions
• Compare the Egyptians' use of the Nile River to the Sumerians use of the Tigris and Euphrates rivers. (1, 2) See also: C-GB1I1, GB2I2, GB3I2, GB5I13 • Discuss with students how European merchants made such large *profits* from the sale of Asian *goods*. Lead students to realize that because Asian goods were not readily available in Europe, the only way to get them was pay a high *price*. (1, 2) See also: C-GB1I1, GB2I2 • Role-play a Portuguese sailor. Write a persuasive letter to King John I, explaining why he should pay for an ocean voyage you want to make to Asia and why the journey would be good for the Portuguese. (1, 2) See also: GB2I2, GB5I4, HB1I3, HB2I3, HB2I1

GB2I2…HB1I3 denotes interdisciplinary connections to the instructional suggestion. When teaching this example, a correlation can be made with sixth grade, **G**eography, **B**enchmark **2**, **I**ndicator **2** (GB2I2).

Suggested Skills and Processes
Kansas Standards for History and Government; Economics and Geography, December 2004
Grades K-12

Content Focus	Literacy Skills	Self	Family	Then and Now (Past and Present)	Communities (Local Hist.)	Kansas & Regions of the U.S.	U.S. History (Exp.-1800)	World Hist. (Ancient - Medieval Civilizations)	World Regions (Geog.) / Kansas History & Gov't	U.S. & History 1800-1900	World History (Renaissance- Present)	**U.S. History:** 1900-Present	Civics-Gov't
Skills		K	1	2	3	4	5	6	7	8	High School		
12 Chronological Order	Sequence	X	X	X	X	X	X	X	X	X	X	X	X
Creating and Using Timelines	Sequence			X	X	X	X	X	X	X	X	X	X
Recognizing Historical Perspectives	Point of View					X	X	X	X	X	X	X	X
Evaluating Historical Perspectives Then and Now	Comparison & Contrast								X	X	X	X	X
Framing Historical Questions	Questioning/ Inquiry								X	X	X	X	X
Present a Well-Supported Historical Argument	Writing persuasively										X	X	X
Roles of Citizens	Main idea	X	X	X	X	X	X	X	X	X	X	X	X
Map Skills	Technical reading & text structure	X	X	X	X	X							
Illustration and Map Drawing	- Context clues - Text structure				X	X							
Reading Various Types of Maps	Technical reading & text structure				X	X	X	X	X	X	X	X	X
Mental Mapping				X	X	X	X	X	X	X	X	X	X
Interpreting Maps	Technical reading & text structure						X	X	X				
Map Making Skills	Text structure								X	X			

Adapted from the Kansas Standards for Civics-Government, Economics, Geography, and History, 1999, p. 9-12 and The Skills and Processes Scope and Sequence Chart/Sherry Reed/SEKESC-Greenbush/7-00. Adapted for this document by Kris Shaw, Education Program Consultant, KSDE, and Sherry Reed, Curriculum Coordinator, USD 437 Auburn Washburn, Jan. 2005.

The purpose of this tool is to help local districts align curriculum to include social studies skills. This chart is not exhaustive. Please use this as a springboard to develop local curriculum.

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Grades K-12

Content Focus	Literacy Skills	Self	Family	Then and Now (Past and Present)	Communities (Local Hist.)	Kansas & Regions of the U.S.	U.S. History (Exp.-1800)	World Hist. (Ancient - Medieval Civilizations)	World Regions (Geog.) / Kansas History & Gov't	U.S. & History 1800-1900	World History (Renaissance- Present)	**U.S. History:** 1900-Present	Civics-Gov't
Skills		K	1	2	3	4	5	6	7	8	High School		
Analyze Maps	Technical reading & text structure								X	X	X	X	X
Specialized Map Making and Interpretation	Text structure								X	X	X	X	X
Money/Exchange	-Math -Technical Reading	X	X	X									
Comparing Costs and Benefits	-Comparison & Contrast -Cause & Effect				X	X	X	X					
Analyzing Supply and Demand	Comparison & Contrast -Cause & Effect						X	X	X	X			
Creating and Analyzing a Supply/Demand Graph	-Comparison & Contrast -Cause & Effect										X	X	X
Problem Solving	-Inference -Drawing Conclusions -Sequence -Comparison & Contrast -Cause & Effect	X	X	X	X	X	X	X	X	X	X	X	X
Graphic Organizers	-Reading tool for all contents -Organizing thoughts	X	X	X	X	X	X	X	X	X	X	X	X

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Skills		K	1	2	3	4	5	6	7	8	High School		
Observing	-Main idea	X	X	X	X	X	X	X	X	X	X	X	X
Memorizing	-Main idea	X	X	X	X	X	X	X	X	X	X	X	X
Compare/ Contrast/ Analyze	-Compare/ Contrast/ Analyze	X	X	X	X	X	X	X	X	X	X	X	X
Reasoned Persuasion	-Author's purpose				X	X	X	X	X	X	X	X	X
Cause and Effect	-Cause & effect	X	X	X	X	X	X	X	X	X	X	X	X
Decision Making	-Draws conclusions	X	X	X	X	X	X	X	X	X	X	X	X
Analyzing Issues	-Analyze						X	X	X	X	X	X	X
Drawing Conclusions	-Draws conclusions			X	X	X	X	X	X	X	X	X	X
Comprehension and Composition Skills	-Retell or summarize	X	X	X	X	X	X	X	X	X	X	X	X
Responding to Literature	-Responds to text	X	X	X	X	X	X	X	X	X	X	X	X
Story Retelling	-Retells	X	X	X	X	X							
Locating Main Ideas and Details	-Main idea & supporting details	X	X	X	X	X	X	X	X	X	X	X	X
Locating Information Using a Variety of Sources	-Reference materials	X	X	X	X	X							
Locating, Evaluating, and Listing Resources	-Research skills				X	X	X	X	X	X	X	X	X

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Skills		K	1	2	3	4	5	6	7	8	High School		
Evaluating Written and Non-Written Sources	-Research skills -Makes inferences & draws conclusions								X	X	X	X	X
Evaluating the Objectivity and Validity of Sources	-Research skills										X	X	X
Identifying Primary and Secondary Sources	-Research skills				X	X	X	X	X	X	X	X	X
Using Primary and Secondary Sources	-Research skills	X	X	X	X	X	X	X	X	X	X	X	X
Using Primary and Secondary Sources for Expository and Persuasive Purposes	-Expository & persuasive text -Research skills						X	X	X	X	X	X	X
Using Local Resources (Museums, Libraries, etc.)	-Resources	X	X	X	X	X	X	X	X	X	X	X	X
Collecting, Organizing, and Presenting Data	-Research skills			X	X	X	X	X	X	X	X	X	X
Organizing Information (outlining, summarizing, and citing)	-Research skills -Main idea -Summarizing					X	X	X	X	X	X	X	X
Collecting, Organizing, Presenting, and Evaluating Data	-Research skills								X	X	X	X	X

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Skills		K	1	2	3	4	5	6	7	8	High School		
Research Skills (Including Computer Research, Internet, etc.)	-Research skills				X	X	X	X	X	X	X	X	X
Speaking to Present Ideas	-Research skills -Main idea -Summarizing	X	X	X	X	X	X	X	X	X	X	X	X
Presenting Historical Information	-Research skills -Main idea -Summarizing					X	X	X	X	X	X	X	X

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Standards for History and Government; Economics and Geography

Recommended

Scope and Sequence

For Alignment

Grade	Focus
K	Self
1	Families
2	Then and Now (Past and Present)
3	Communities (Local History)
4	Kansas and Regions of the United States
5	United States History (Beginnings to 1800)
6	World History (Ancient and Medieval Civilizations)
7	Semester 1 – World Geography Semester 2 – Kansas History and Government
8	United States History (1800 – 1900)
High School	World History (Renaissance to present) -and - United States History with Kansas History integrated into coursework (1900 to present) -and- Civics-Government
	Underlying Principle: historical and comparative examples of civics-government, geography, and economics are integrated into coursework K-12