

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Late Childhood through Early Adolescence Grades 5-8

Standard #1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
2. The teacher understands the major beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
5. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
6. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in world history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
7. The teacher is able to create learning experiences around contemporary and current historical issues and events.

Standard #2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the closing of the frontier and the rise of industrialism and labor.
10. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.

2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in U.S. history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in U.S. history that are developmentally appropriate for students.

Standard #3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge

1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in Brown v. Board of Education.
9. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
10. The teacher understands the significance of well-known Kansans on the national scene.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in Kansas history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in Kansas history that are developmentally appropriate for students.

Standard #4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher knows and understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
2. The teacher knows and understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
3. The teacher has a working knowledge of the Kansas curricular standards.
4. The teacher knows and understands various purposes and types of local, state, and national repositories of primary source collections.
5. The teacher knows and understands the current debates in the teaching of history.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments which require students to use and evaluate primary sources.
4. The teacher is able to use art, literature, folklore, and music in designing lessons.
5. The teacher is able to design lessons which take into consideration the gender, racial, class, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum which are developmentally appropriate for the students.

Standard #5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
2. The teacher understands the tension between the dual roles of government as protector of rights and provider of order.
3. The teacher understands the importance of major Supreme Court cases in American history.
4. The teacher understands how the American concept and practice of civil liberties has evolved over time.
5. The teacher understands various political and economic systems.
6. The teacher understands the function and the distribution of powers among the legislative, executive, and judicial branches at the state and national levels.
7. The teacher understands the methods by which we elect government officials and issues regarding civic responsibilities of citizens in the American constitutional government.

Performance

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.

Standard #6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher knows and understands the effect of scarcity on prices, production, consumption, and distribution of goods or services.
2. The teacher knows and understands the types of economic institutions found in market economies.
3. The teacher knows and understands the role of money and the Federal Reserve system in the national economy.
4. The teacher knows and understands how trade agreements affect international trade and economic and social conditions.
5. The teacher knows how the demand and supply of labor is influenced by productivity, education, skills, and retraining.

Performance

1. The teacher is able to use the concepts of supply and demand to make a decision.
2. The teacher is able to give examples of absolute and comparative advantage between nations.

Standard #7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.

Knowledge

1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth's surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.

6. The teacher understands the primary geographic causes for world trade and economic interdependence.

Performance

1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher uses geographic tools and technology to interpret and justify spatial organization.
3. The teacher is able to use regions to analyze past and present geographic issues to answer geographic questions.

Standard #8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

Knowledge

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references.
4. The teacher knows and understands cultural unity and diversity within and across groups.
5. The teacher understands the various forms institutions take, and explains how they develop and change over time.
6. The teacher understands how societies establish and maintain order.

Performance

1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to analyze the interactions of ethnic, material or cultural influences in specific institutions or events.
4. The teacher is able to demonstrate how cultural differences can affect communication, discussion, decision-making and problem solving.
5. The teacher is able to use the principles of sociology to interpret the past and present and to plan for the future.