

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Early Adolescence through Late Adolescence

Grades 6-12

Standard #1 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.

Knowledge

1. The teacher understands that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
2. The teacher understands the key concepts from the study of history such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
3. The teacher understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment.
4. The teacher understands significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

Performance

1. The teacher is able to construct learning experiences so that students can apply key concepts from the study of history such as time, chronology, causality, change conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
2. The teacher guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weight evidence for claims and searching for causality.
3. The teacher creates experiences so that learners are able to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Standard #2 The teacher of U.S. history and U.S. government, and world 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 basic elements of life in Feudal Japan including the Shogunate and the Meiji Restoration.
6. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
7. The teacher understands the major events, movements, and individuals of the Age of Absolutism and the Enlightenment.
8. The teacher understands the interaction and mutual impact among Europe, Africa, Asia, and the Americas during the Age of Exploration and Imperialism.
9. The teacher understands the Age of Revolutions and their impact from 1763 through 1848 including the American Revolution, French Revolution, and the Revolutions of 1820, 1830, and 1848.
10. The teacher understands the important individuals and movements of the nineteenth century in the fields of economics and science.
11. The teacher understands the rise of nationalism in the world community.

12. The teacher understands the origins, course, and consequences of World War I, World War II, and the Cold War and the consequences of the post-Cold War era and the struggle for human rights.
13. The teacher understands comparative history, including but not limited to the formation, development, and evolution of civilizations, and their interaction with each other.

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 design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.

Knowledge

1. The teacher understands chronological thinking that assists in distinguishing the past, present and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization.
2. The teacher understands historical analysis and interpretation; understands the difference between historical facts and interpretations.
3. The teacher understands how to conduct historical research.
4. The teacher understands the historical content in United States history as it relates to the development of the continent of North America.
5. The teacher understands the relationship of social, political, economic and cultural history and the history of science and technology in the United States.

Performance

1. The teacher creates experiences to enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary or musical sources.
2. The teacher creates experiences to assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America.

Standard #4 The teacher of U.S. history and U.S. government, and world 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 ongoing struggle for the United States to realize its identity through its diversity.
10. The teacher understands the closing of the frontier and the rise of industrialism and labor.
11. The teacher understands the major reform movements in late-nineteenth-century America until World War I, including Populism, Progressivism, Suffrage, and Prohibition.
12. The teacher understands the origins and growth of American internationalism and imperialism including the Spanish-American War, Philippine Insurrection, World War I, and World War II.
13. The teacher understands the social, cultural, and economic developments within the United States between the Wars.
14. The teacher understands the social revolution unfolding in the United States during the late 1950s through the early 1970s and the conservative movement in the late twentieth century.

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 design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in U.S. history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, 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 knows and 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 environmental and economic problems in Kansas during the 1920s and 1930s and their long-term impact.
9. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in *Brown v. Board of Education*.
10. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
11. 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 design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in Kansas history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher understands the organization and functions of a democratic government and the rights, privileges, and responsibilities of citizens on which democracy is based.
2. The teacher 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.
3. The teacher understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
4. The teacher has a working knowledge of the Kansas curricular standards.
5. The teacher understands various purposes and types of local, state, and national repositories of primary source collections.
6. The teacher 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 that require students to use and evaluate primary and secondary sources.
4. The teacher is able to integrate the theories and practices of history with other disciplines such as civics and government, geography, economics and sociology.
5. The teacher is able to use art, literature, folklore, and music in designing lessons.
6. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
7. The teacher is able to select readings and curriculum that are developmentally appropriate for the students.
8. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
9. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #7 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the origins of governmental authority, recognizes the need for government, and identifies the crucial functions of government, including laws and rules.

2. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
3. The teacher understands the differences between limited and unlimited government and the importance of limitations on governmental power.
4. The teacher understands the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government.
5. The teacher understands the importance of major Supreme Court cases in American history.
6. The teacher understands how the American concept and practice of civil liberties has evolved over time.
7. The teacher understands how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system.
8. The teacher understands various political and economic systems.
9. The teacher understands citizenship, its rights and responsibilities, and the importance of participating effectively in civic life.
10. The teacher understands the purpose of international relations on both regional and world-wide levels.
11. The teacher understands how ideas, theories and modes of historical inquiry can be used to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy.

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.
2. The teacher is able to develop lesson plans which encourage participatory citizenship.
3. The teacher is able to evaluate, take, and defend differing positions on issues regarding the proper relationships among local, state, and national governments.
4. The teacher is able to research and analyze policies, actions, and issues regarding the rights of individuals.
5. The teacher demonstrates political science skills that exemplify the major subjects of study in political science including but not limited to constitutional interpretation, issue analysis and public policy, the rule of law, and the role of the individual.

Standard #8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher understands how the market system works in the United States.
2. The teacher knows characteristics of traditional command, market and mixed economies.
3. The teacher understands in the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output and prices.
4. The teacher understands how trade agreements affect international trade and economic and social conditions.
5. The teacher understands the importance of economic growth to an economy and how the gross national product is used to measure it.
6. The teacher understands that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.

Performance

1. The teacher is able to present and explain the economic principles and concepts in the context of past and current local, regional, national and international issues.
2. The teacher is able to give examples of how unlimited wants and limited resources led to choices that have involved opportunity costs in an historical setting.
3. The teacher is able to analyze and explain how economic choices made by business or governments have intended and unintended consequences.
4. The teacher uses graphs, tables and economic data to acquire, process and report information from an economics perspective.

5. The teacher presents opportunities for students to analyze the characteristics, distribution and migration of human populations on the earth's surface.

Standard #9 The teacher of U.S. history and U.S. government, and world 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.
7. The teacher understands the forces of cooperation and conflict among people in pursuit of scarce resources or other spatial anomalies and how those forces influence the division and control of the earth's surface.
8. The teacher understands the distribution patterns of econosystems and ecosystems with hemispheres and the challenges faced by both systems.

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 is able to describe and analyze the characteristics, structure, and patterns of different populations through the use of demographic concepts.
3. The teacher is able to use the appropriate vocabulary, methodologies and technical tools of geography to explain and analyze problems of regions and human environment interaction.

Standard #10 The teacher of U.S. history and U.S. government, and world 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 the various forms institutions take, and explains how they develop and change over time.
4. The teacher understands how societies establish and maintain order.
5. The teacher understands the concepts of role, status and social class.
6. The teacher understands the principles and theories of sociology as they are affected by past and current local, regional, national and international issues.

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 access opportunities within and outside the community to increase cultural awareness.