

History, Government Social Studies
Higher Ed Preparation Standards
Grades 5-8
Committee Draft

Revision October 29, 2024

“Learner(s)” is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard #1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.

Function 1: Candidates are knowledgeable about concepts, facts, and tools of History, Government, and Social Studies content.

Content Knowledge (CK)

1.1.1 (CK) Candidates explain, analyze, and interpret significant political, economic, geographic, social, and cultural events and developments in each of the social studies disciplines.

1.1.2 (CK) Candidates are able to recognize the difference between fact and fiction.

Professional Skills (PS)

1.1.3 (PS) Candidates are able to use graphs, tables, and other data to process and report information.

1.1.4 (PS) Candidates employ appropriate vocabulary, methodologies, and technical tools to evaluate contemporary local, regional, national, and global issues.

1.1.5 (PS) Candidates apply ideas and theories to examine persistent issues and social problems.

1.1.6 (PS) Candidates are able to evaluate the credibility and reliability of sources of information.

Function 2: Candidates know and employ appropriate disciplinary inquiry and forms of representation in History, Government, and Social Studies.

Content Knowledge (CK)

1.2.1 (CK) Candidates are able to identify inquiry methods appropriate for each of the social studies disciplines (e.g., research methods, claim/evidence/reasoning, gathering and evaluating sources, authentic assessments, problem solving, etc.).

1.2.2 (CK) Candidates are able to identify appropriate forms of representation for the social studies disciplines (e.g., maps, case studies, charts, graphs, political cartoons, etc.).

1.2.3 (CK) Candidates are able to recognize primary and secondary sources.

Professional Skills (PS)

1.2.4 (PS) Candidates are able to identify, analyze, evaluate, and contextualize primary and secondary sources using sound methodology and differentiating between various interpretations.

1.2.5 (PS) Candidates use graphs, tables, and other forms of representation in discipline appropriate methods.

1.2.6 (PS) Candidates employ vocabulary, methodologies, and technical tools in discipline appropriate methods.

1.2.7 (PS) Candidates apply ideas, theories, and modes of inquiry within discipline appropriate methods.

1.2.8 (PS) Candidates develop and implement effective analytical and research strategies and exhibit the results of this work using a variety of formats, including but not limited to speaking, writing, and creating multimedia productions.

Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to construct engaging units of study.

Content Knowledge (CK)

2.1.1 (CK) Candidates identify developmentally appropriate disciplinary instructional strategies.

2.1.2 (CK) Candidates identify current research-based disciplinary strategies to be used within the classroom.

2.1.3 (CK) Candidates analyze individual student needs and how they affect their planning for instruction.

Professional Skills (PS)

2.1.4 (PS) Candidates implement developmentally appropriate disciplinary instructional strategies.

2.1.5 (PS) Candidates incorporate the responsible use of technology and digital literacy.

2.1.6 (PS) Candidates recognize inter/intra-disciplinary standards and competencies and integrate them where appropriate.

2.1.7 (PS) Candidates integrate civic engagement, social justice practices, and culturally responsive teaching.

2.1.8 (PS) Candidates create opportunities for students to apply higher level thinking skills.

2.1.9 (PS) Candidates use data to inform instructional planning and reflect on their decision-making processes.

Function 2: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to implement engaging units of study.

Content Knowledge (CK)

2.2.1 (CK) Candidates demonstrate knowledge of appropriate, engaging disciplinary instructional strategies.

2.2.2 (CK) Candidates identify current research-based pedagogical strategies to be used within the classroom.

2.2.3 (CK) Candidates analyze how differentiation impacts whole-class instruction.

Professional Skills (PS)

2.2.4 (PS) Candidates plan and implement a wide variety of instructional strategies using theory and research (e.g., primary sources, secondary sources, experiential learning, etc.).

2.2.5 (PS) Candidates incorporate the use of technology, digital literacy, and culturally responsive teaching into plans of study.

2.2.6 (PS). Candidates incorporate individual student needs and how they learn into their instruction.

2.2.7 (PS) Candidates implement opportunities for students to use higher level thinking skills in application.

2.2.8 (PS) Candidates reflect on what is guiding the instruction they are implementing in the classroom.

Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan meaningful assessments.

Content Knowledge (CK)

3.1.1(CK) Candidates demonstrate knowledge of developmentally appropriate assessments.

3.1.2 (CK) Candidates can align learning sequence objectives and assessments.

3.1.3 (CK) Candidates can explain why assessments are appropriate for an individual class.

3.1.4 (CK) Candidates have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Professional Skills (PS)

3.1.5 (PS) Candidates implement developmentally appropriate assessments.

3.1.6 (PS) Candidates use assessment data to inform and appropriately adjust instruction.

Function 2: The teacher of HGSS 5-8 employs students' individual backgrounds, strengths, and social/emotional demands to implement meaningful assessment.

Content Knowledge

3.2.1 (CK) Candidates identify a consistent and rational system of assessment within their disciplines.

3.2.2 (CK) Candidates identify multiple forms of formative and summative assessments to address student needs.

Professional Skills

3.2.3 (PS) Candidates can apply a variety of assessment strategies to address individual student learning and needs.

3.2.4 (PS) Candidates assess higher level thinking skills.

3.2.5 (PS) Candidates use assessment data to improve their professional practice.

3.2.6 (PS) Candidates use assessment data to improve student engagement and performance.

Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan and implement pedagogies that position students to take informed action.

Content Knowledge (CK)

4.1.1 (CK) The teacher demonstrates knowledge of instruction that promotes critical engagement with complex issues.

Professional Skills (PS)

4.1.2 PS The teacher plans and implements instruction that positions students to understand problems, assess solutions, and apply action.

Function 2: The teacher of HGSS 5-8 demonstrates culturally relevant pedagogy that uses civic literacy and interdisciplinary knowledge.

Content Knowledge (CK)

4.2.1 CK The teacher understands educational philosophies that support the creation of collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

Professional Skills (PS)

4.2.2 PS The teacher plans and implements instruction that facilitates collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

4.2.3 PS The teacher engages students in discussions on social, political, and economic issues pertaining to the disciplinary content and how it applies to contemporary issues.

Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Function 1: The teacher candidate of HGSS 5-8 collaborates appropriately with students and families.

Content Knowledge (CK)

5.1.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with students and families.

Professional Skills (PS)

5.1.2: The teacher candidate creates a culture of collaboration through various appropriate methods.

Function 2: The teacher candidate of HGSS 5-8 communicates appropriately with students and families.

Content Knowledge (CK)

5.2.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively communicate with students and families.

Professional Skills (PS)

5.2.2: The teacher candidate will create a culture of open communication through various appropriate methods utilizing the LEA's (local educational agency) approved guidelines.