Kansas History, Government, and Social Studies Standards

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

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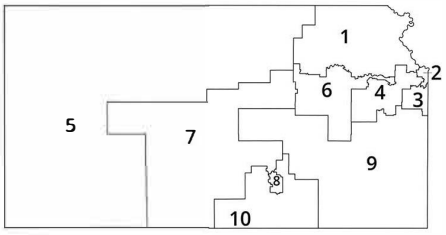

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Jan. 25, 2025

Purpose of these standards

A 21st century citizen requires a variety of skills to be successful – analyzing problems, collecting information, evaluating sources, and finding solutions. This document is designed to assist History, Government, and Social Studies educators in Kansas as they develop these skills in their students. The writing committee reviewed other state and national standards, researched best instructional practices, and gathered input from professionals and citizens to define what Kansas students should know and do in history, civics/government, geography, and economics. The committee responded to feedback on earlier versions throughout the current process. This document encourages the focus on discipline-specific application of content in authentic situations rather than specific content, and is intended as a framework for curriculum, instruction, assessment, and teacher preparation.

Acknowledgements

The Kansas State Department of Education (KSDE) would like to thank all the professional organizations, school administrators, educators, and community members for their cooperation and collaboration on this project. A special thanks to the members of the Kansas Council for Economic Education, the Kansas Geographic Alliance, the Kansas Council for History Education, and the Kansas Council for the Social Studies for their assistance. KSDE appreciates the commitment and professionalism of all who contributed to this work. The committee also wants to express its appreciations to the hundreds of individuals, including educators from all levels, administrators, and other professionals, who provided invaluable feedback throughout this process. This work would have been impossible without the input of these informed, thoughtful, and engaged citizens.

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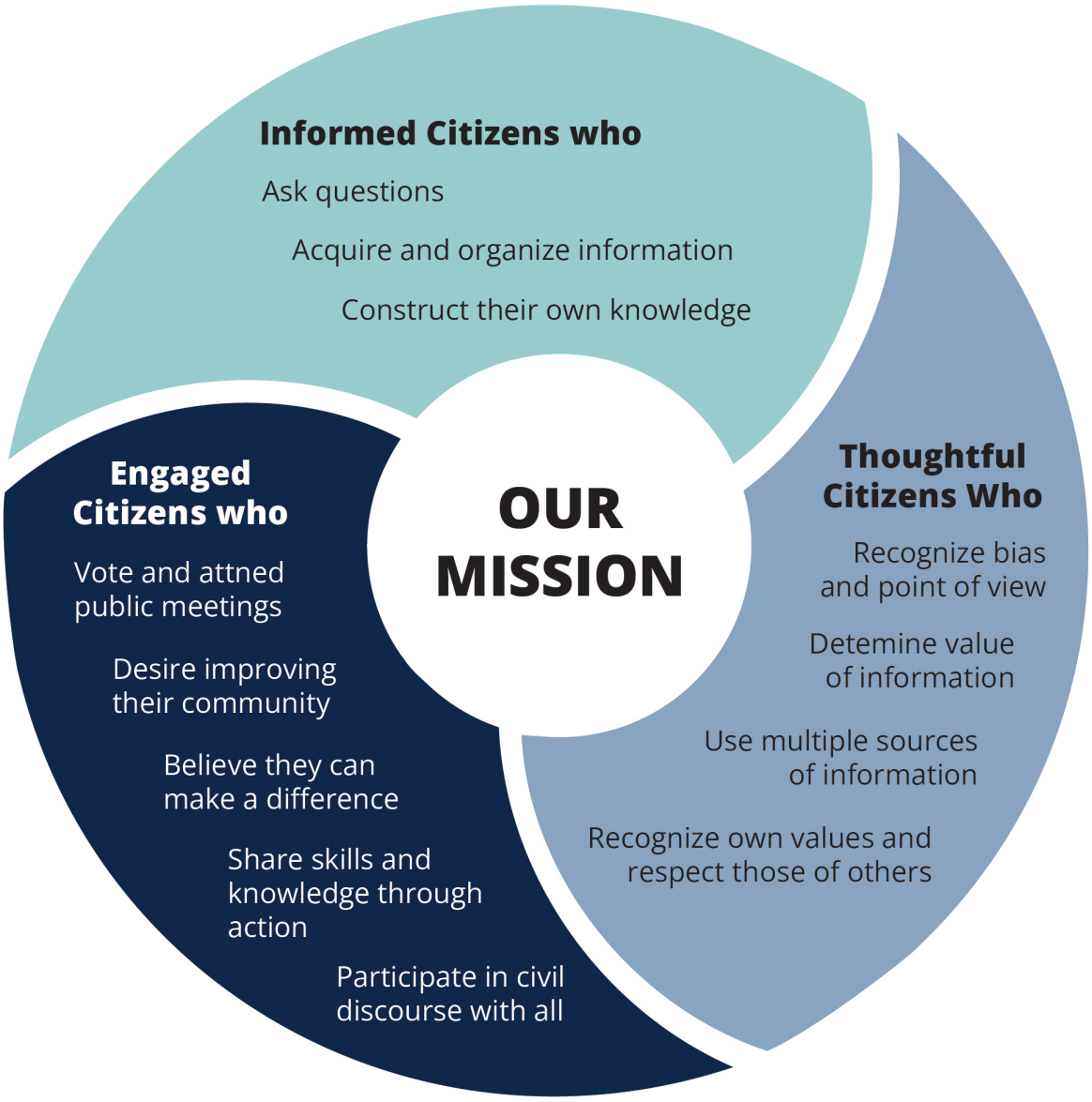
Mission statement

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.



Kansas History, Government, and Social Studies Standards

STANDARD 1 CHOICES HAVE CONSEQUENCES

History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:

- Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.
- Every choice comes with a cost.
- Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.

Benchmark:

1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.

1.2 The student will analyze the context and draw conclusions about choices and consequences.

1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.

1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

STANDARD 2 INDIVIDUALS HAVE RIGHTS AND RESPONSIBILITIES

People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:

- Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.
- Rights are something that societies often guarantee and come with responsibilities.
- A responsibility is a duty or obligation to perform or complete.

Benchmark:

2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.

2.2 The student will analyze the context and draw conclusions about rights and responsibilities.

2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.

2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

STANDARD 3 SOCIETIES ARE SHAPED BY THE IDENTITIES, BELIEFS, AND PRACTICES OF INDIVIDUALS AND GROUPS

People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:

- Identities are who we are, the way we think about ourselves, and how we view the world.
- Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.
- Practices are the actual application of identities, beliefs, and ideas on real-world issues.

Benchmark:

3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.

STANDARD 4 SOCIETIES EXPERIENCE CONTINUITY AND CHANGE OVER TIME

People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a society's ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:

- Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.
- Progress and regression are one of several ways of determining change.
- Continuity is the connection between events, ideas or beliefs over time.

Benchmark:

4.1 The student will recognize and evaluate continuity and change over time.

4.2 The student will analyze the context and draw conclusions about continuity and change.

4.3 The student will investigate and connect continuity and change to a contemporary issue.

4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

STANDARD 5 RELATIONSHIPS AMONG PEOPLE, PLACES, IDEAS, AND ENVIRONMENTS ARE DYNAMIC.

People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:

- Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.
- The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.
- Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.

Benchmark:

5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.

5.2 The student will analyze the context and draw conclusions about dynamic relationships.

5.3 The student will investigate and connect dynamic relationships to contemporary issues.

5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History, Government, and Social Studies Best Practices

Being an informed, thoughtful, and engaged citizen is reflected in a student's 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. None of us are born with this capability. 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 teachers in the design of high-quality instructional lessons.

Effective HGSS Classroom Practices Include and Promote:

Authentic Intellectual Work

Effective classroom practices that promote learning in realistic situations and college, career, and citizenship-ready pathways have value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real-world.

Civic Engagement

Effective classroom practices promote students being informed, thoughtful and engaged citizens sharing their skills and knowledge through actions intended to improve their communities, state, nation, the world, and themselves.

Culturally Relevant Instruction

Effective classroom practices promote students recognizing and respecting the cultural and life experiences of each student, and using those experiences as resources for teaching and learning.

Digital Literacy

Effective classroom practices promote students using information and communication technologies to collect data, evaluate evidence, create products, and communicate effectively. These skills are powerful levers, allowing students to actively participate in civic society and contribute as informed, thoughtful, and engaged citizens. Students must also recognize the risks and responsibilities associated with the digital environment.

Discipline-Specific Literacy within the Social Studies

Effective classroom practices promote and support interacting with multiple types of primary and secondary evidence and media through the lens of the different social studies disciplines: history, economics, geography, civics.

Reading at High Levels

Effective classroom practices promote readers able to source, contextualize, corroborate, and read evidence closely. This includes the ability to determine meaning, main ideas, trustworthiness, and purpose in multiple types of evidence; decode discipline specific vocabulary and phrases; identify context, bias, and point of view when exploring evidence; evaluate authors' claims and their use of evidence, and analyze multiple texts for similarities and differences.

Writing and Communicating Clearly and Coherently

Effective classroom practices promote the ability to gather and synthesize multiple sources of information to make persuasive claims or arguments using evidence and reasoning; evaluate counter-arguments, explain events, relationships, or opinions; present information and analysis in textual and non-textual formats; revise and rewrite, and apply appropriate technologies and communication modes for specific purposes and audiences.

Higher order thinking

Effective classroom practices promote students grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

Inquiry-Based Instruction

Inquiry-based Instruction/Learning allows students to be active learners by asking compelling questions, analyzing evidence, and reasoning to deepen their understanding of social studies content.

By using an inquiry-based instruction approach, students practice being political scientists, historians, geographers, and economists. According to the C3 Framework[1] there are four dimensions to the "Inquiry Arc." These four dimensions are:

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action.

Teaching through an inquiry-based instruction approach demands the skilled use of questions to frame units of study and to develop the necessary scaffolding so that even young children can examine issues of substance and interest

Multiple Causes and Consequences

Effective classroom practices promote students identifying, making a claim, and defending with evidence and argument, a variety of possible causes of events and consequences. These practices encourage appropriate decision-making, and help students understand the complexity of the various disciplines.

Multiple Means of Communication

Effective classroom practices promote students communicating relevant information through speaking, writing, and the creation of digital and print media.

Multiple Perspectives and Disciplines

Effective classroom practices promote students using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, and support a student's ability to empathize, to develop alternative solutions to problems, and to self-assess their own positions.

Research and Construction of Knowledge

Effective classroom practices promote students being able to collect, organize, and evaluate information to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the use of both traditional and digital information and communication technologies.

Social Emotional Learning and Character Development

Effective classroom practices promote students' social-emotional learning and character development and should be integrated so that students will learn, practice, and model essential personal life habits that contribute to academic, social-emotional, and life success.

Use of Primary and Secondary Sources

Effective classroom practices promote students analyzing and interpreting a variety of different primary and secondary sources in traditional and digital formats, provides the opportunity for students to recognize the discipline's subjective nature, to directly touch the lives of people in the past, and develop high level analytical skills.

1 C3 Teachers C3 Framework https://c3teachers.org/

Suggested Scope and Sequence

Kindergarten-12 classes should embed the disciplines of history, government, economics, geography and the humanities within each course.

Teachers in kindergarten through fourth grade link content learning to a "Focus" Standard(s). The Focus Standard{hyperlink} allow teachers to set that standard as a theme around which social studies instruction at that grade-level takes place. As instruction progresses through grades K-4, teachers enforce previous learning around standards taught earlier while linking content learning to the Focus Standards at their grade-level. Refer to Instructional Guidance for the Elementary Classroom for daily time allotment recommendations on p. 9.

Middle and high level courses should teach and reinforce all standards woven throughout the curriculum.

Kindergarten

Content Focus	Focus Standard	Teaching and Reinforcing Standard
Sense of self	1	1

Grade 1

Content Focus	Focus Standard	Teaching and Reinforcing Standard
Role of individuals	2	1, 2

Grade 2

Content Focus	Focus Standard	Teaching and Reinforcing Standard
Societies then and now	4	1, 2

Grade 3

Content Focus	Focus Standard	Teaching and Reinforcing Standard
Local and National Communities	3	1, 2, 4

Grade 4

Content Focus	Focus Standard	Teaching and Reinforcing Standard
Kansas and regions of the United States (U.S.)	5	1, 2, 3, 4

Grade 5

Content Focus	Focus Standard	Teaching and Reinforcing Standard
U.S. History (Early North American People Groups - 1789 C.E.)	1, 2, 3, 4, 5	1, 2, 3, 4, 5

Grades 6-8 Middle Level

Content Focus	Grade	Focus Standard	Teaching and Reinforcing Standard
Ancient World Civilization and History content focuses on early civilizations to 1300 C.E.	6	1, 2, 3, 4, 5	1, 2, 3, 4, 5*
Global Geography	7	1, 2, 3, 4, 5	1, 2, 3, 4, 5*
Kansas History (no earlier than seventh grade) prehistoric to present.	7	1, 2, 3, 4, 5	1, 2, 3, 4, 5*
U.S. History 1789-1898 C.E.	8	1, 2, 3, 4, 5	1, 2, 3, 4, 5*

* Elective Courses will teach and reinforce all five standards.

Grades 9-12 High Level

Content Focus	Focus Standard	Teaching and Reinforcing Standard
World Civilization and History content focuses on circa 1000 C.E. to present.	1, 2, 3, 4, 5	1, 2, 3, 4, 5*
U.S. History 1898 C.E. through the present.	1, 2, 3, 4, 5	1, 2, 3, 4, 5*
Governments of the U.S.	1, 2, 3, 4, 5	1, 2, 3, 4, 5*

* Elective Courses will teach and reinforce all five standards.

See the HGSS Standards Appendices[2]

2 KSDE.(2020). *Kansas History, Government and Social Studies Standards.* pages 19-246. https://www.ksde.org/LinkClick.aspx?fileticket=qA2vlc5MJDM%3d&tabid=472&portalid=0&mid=4744

Instructional Steps for High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions. But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high level lesson and unit design.

START WITH STANDARDS

The concepts embedded in the five Standards are intended to be applied across all disciplines and grade-levels. So, a Kindergarten student can access the idea that "Choices have consequences" while exploring building playground rules, while a high school student might examine the relationship between government policies and their impact on individual citizens. Educators should begin their unit design by selecting one standard that will focus and connect with the foundational content they wish students to uncover. Using the standard description and bulleted characteristics can help educators think of possible standard and content alignment.

SELECT CONTENT & CREATE QUESTIONS

All great social studies instructional design begins with an engaging question or problem aligned to content which requires students to practice their critical thinking skills. A compelling question is the question that launches and guides an inquiry/investigation. It can be answered by more than one correct claim/thesis. The compelling question is central to Classroom-Based Assessments (CBAs). Students' performances on completed CBAs are based on how well they understand and answer a question. The answer to a compelling question is dependent upon the correct use and analysis of primary and secondary sources. Compelling questions should be a blend between "rigorous and relevant" (Grant et al., 2015, p. 2913) and should ignite student curiosity. Compelling questions can be created by educators or by students. The questions should not lead to an inhumane claim/thesis where students are defending an indefensible statement. But all lists include three characteristics:

Questions should be focused on foundational content knowledge that is aligned to the standards. For example, the teacher of the upper level US History class wants students to understand that societies experience continuity and change over time (Standard Four) and that there are clear connections between the past and present (Benchmark Three). They decide to use the early 20th Century Progressive movement to help students understand that many current government policies and regulations can be traced back to the early 1900s. They develop the following question to engage the students and measure their knowledge: *At which point should businesses run freely, and at which point should the government step in to protect workers and consumers?*

Social studies content is the vehicle for demonstrating "mastery," not the destination. Instructional design should find a balance between problem-solving, historical thinking/literacy skills, and student understanding of the foundational content, standards, and benchmarks.

Do not treat the Content Outlines in the CBA Toolkit as a checklist of things that must be "covered,"– they are not state mandated nor do they act as a list of state assessment items.

The appendices should act as a guide when districts plan curriculum and assist teachers in brainstorming lessons and units. Consider using this document along with staff expertise, personal experience, aligned learning resources, and local community values and interests to select appropriate instructional content and to develop lessons, units, questions, and assessment tasks that will lead to the future success of students.

DEVELOP TASKS WITH BENCHMARKS

The Benchmarks are intended to provide concrete and measurable historical and creative thinking skills that students will demonstrate. They should be applied appropriately across all grade-levels and content areas. Notice the scaffolding of skills from Benchmark One to Four. Benchmarks can be used to brainstorm possible lesson or unit questions, tasks, and assessments. Consider using them to develop overarching and supporting questions, authentic problem, and assessment tasks. Assessment tasks should ask students to demonstrate the academic and cognitive skills identified in the benchmark (recognize, evaluate, analyze context, draw conclusions, investigate, make connections, make a claim, and support that claim with evidence and argument).

Benchmark Three can be especially powerful as it asks students to investigate and connect past with present. Districts and classroom teachers should consider using this particular Benchmark to create relevant relationships for students. For example, middle-level US History students might be asked to uncover the relationships between early pre-civil war states' rights arguments and current government policies.

CURATE RESOURCES

Whether answering questions, solving problems, or supporting arguments, evidence is required. Instructional designs can and should include the use of a variety of primary and secondary sources for students to investigate.

Instructional design requires the careful and intentional selection, collection, and organization of these types of online and print resources used by students.

The skill of gathering useful online and hard copy evidence is a critical skill demonstrated by informed and knowledgeable citizens. This means educators must find the balance of providing necessary resources and training students to discover them independently.

The US History teacher in the Progressive Movement example provides photographs by Lewis Hines and Jacob Riis as an introduction to the inquiry unit. They then introduce a contemporary account of the Triangle Shirtwaist Fire. As students progress through a series of supporting questions, the instructor guides them through a process of uncovering and evaluating a variety of additional resources.

INTEGRATE READING & WRITING

Social studies inquiry involves using a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies. As they progress through the grades, students should learn more advanced approaches related to generating responses to compelling questions using evidence and argument to support their claims. Students need these skills to become informed, thoughtful, and engaged citizens. So high-quality social studies instruction develops the reading, writing, and communication skills found in the Effective HGSS Classroom Practices Promote section of this document. These skills include evaluation, analysis, determining bias, and the development of products that communicate solutions.

With guidance from their instructor, students studying the Progressive Movement interrogate two different texts: The Jungle by Upton Sinclair and Fast Food Nation by Eric Schlosser. They ask questions about author, date, intent, and audience while exploring context and searching for supporting evidence. Students use their findings as part of their response to the unit's compelling question.

THE FOLLOWING APPENDICES DOCUMENT IS NOT A STATE-MANDATED CURRICULUM FOR HOW AND WHEN CONTENT IS TAUGHT. THESE DECISIONS ARE LEFT TO LOCAL DISTRICTS.

APPENDICES

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Kindergarten

SENSE OF SELF

Focus Standard 1: Choices have consequences (Educators will utilize other HGSS standards as necessary.)

History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:

- Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.
- Every choice comes with a cost.
- Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.

Benchmark:

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- The student will analyze the context and draw conclusions about choices and consequences.
- The student will investigate and connect examples of choices and consequences with contemporary issues.
- The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Course Description

Kindergarten content focuses on the Sense of Self and the HGSS standard **Choices have consequences**. Students will study their personal environment (self, family, school, local, and tribal communities) and individual experiences with choices and consequences, and begin to develop empathy for others by being exposed to multiple perspectives, and recognize and evaluate choices to understand and analyze consequences. The standard and benchmarks center on inquiry-based instruction that includes thinking skills, historical processes, and primary and secondary sources so that students can apply their learning to their own lives. Instruction should connect these four social studies disciplines: history, economics, geography, and civics/government.

Expanding on Past Learning and Skills

Teachers draw on students' lived experiences, family unit composition, and individual cultural backgrounds to help students recognize and evaluate their connections to communities in order to develop their sense of self. Students should engage in understanding not only their own individual cultural backgrounds, but also begin to recognize and understand the backgrounds of others.

Connecting with Future Learning and Skills

First grade content focuses on the *Roles of Individuals and the HGSS standard* **Individuals have rights and responsibilities**. Students will study the role of individuals in various family and other social structures. The standard and benchmarks center on inquiry-based instruction that includes thinking skills, historical processes, primary and secondary sources, and content so that students can apply their learning to their own lives and understanding of classmates' lives. Instruction should connect these four social studies disciplines: history, economics, geography, and civics/government, including local, state, tribal, and federal governments.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a **clear claim** that answers a compelling question 2) using **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

History Unit In this unit, students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social, cultural, and/or tribal groups by analyzing their personal history, where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

Suggested topics: technology, customs, symbols, social groups, cultural background, personal histories.

Civics/Government Unit In this unit, students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at home and school and why they are needed. Students will recognize appropriate classroom behaviors and identify characteristics of a friend, a helpful classmate, and a leader. They will demonstrate an understanding of self-efficacy, assertiveness, and empathy. They will recognize and demonstrate traits of being a good classroom citizen.

Suggested topics: rules, leader/ship, partners, authority, conflict, collaboration, friends, classroom citizenship.

Geography Unit In this unit, students will be introduced to important geographic concepts and how to locate major geographic features. Students will begin to identify human-made and natural environments of their local surroundings including home, school, neighborhood, and community. They will create mental maps to help them navigate their classroom and school settings. Students will be able to describe seasons in their area and how seasonal changes affect their daily lives.

Suggested topics: location, directions, seasons, natural environment, human-made environment, home, school, neighborhood, community, Kansas, mapping.

Economic Unit In this unit, students will engage in purposeful and informed decision-making by considering risks and benefits to a decision. They will understand that people make choices because they cannot have everything they want. People earn money to pay for what they want and need. Students will recognize needs are defined as those things that are necessary to live. They will understand that money can be used to purchase goods and services. Services are something one person does for someone else. Goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money and sharing resources.

Suggested topics: economic decision-making, goods, services, wants, needs, money, earn, save, spend, resources, shared resources

First Grade

ROLE OF INDIVIDUALS

Focus Standard 2: Individuals have rights and responsibilities. (Educators will utilize other HGSS standards as necessary.)

People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:

- Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.
- Rights are something that societies often guarantee and come with responsibilities.
- A responsibility is a duty or obligation to perform or complete.

Benchmark:

1. The student will recognize and evaluate the rights and responsibilities of people living in societies.
2. The student will analyze the context and draw conclusions about rights and responsibilities.
3. The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
4. The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Course Description

First grade content focuses on the Roles of Individuals and the HGSS standard **Individuals have rights and responsibilities**. Students will study the role of individuals in various family and other social structures. The standard and benchmarks center on inquiry-based instruction that includes thinking skills, historical processes, and primary and secondary sources so that students can apply their learning to their own lives and understanding of classmates' lives. Instruction should connect these four social studies disciplines: history, economics, geography, and civics/government, including local, state, tribal, and federal governments.

Expanding on Past Learning and Skills

Kindergarten content focuses on the Sense of Self and the HGSS standard **Choices have consequences.** Students will study their personal environment (self, family, school, local, and tribal communities) and individual experiences with choices and consequences, and begin to develop empathy for others by being exposed to multiple perspectives, and recognize and evaluate choices to understand and analyze consequences. The standard and benchmarks center on inquiry-based instruction that includes thinking skills, historical processes, reflection, and content so that students can apply their learning to their own lives. Instruction should connect these four social studies disciplines: history, economics, geography, and civics/government.

Connecting with Future Learning and Skills

Second grade content focuses on Societies Then and Now and the HGSS standard **Societies experience continuity and change over time**. Students will analyze change over time through local, state, tribal, and national societies in the four disciplines: history, economics, geography, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific: thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum.

In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures.

The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a **clear claim** that answers a compelling question 2) using **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

History Unit In this unit, students will study history through understanding the role of families. They will recognize important people in their lives, specifically family members. Students will evaluate the responsibility of how different families meet their basic needs for today and in the past. Students will recognize and analyze symbols that represent Kansas, Kansas tribal nations, and the United States. Students will gain an understanding of the meaning and purpose of various cultural celebrations and flags.

Suggested topics: families, types of shelter, food production systems, various cultural celebrations, symbols, flags (local state, tribal, national)

Civics/Government Unit In this unit, students focus on the basic concepts of rules and laws as they apply to family, school, and being citizens of Kansas, nation, and tribal nation. Students will recognize that rules have positive, negative, and unintended consequences. They will explain the responsibilities that go along with rules and rights. They will investigate the shared ideals within societies. Students will examine various civic virtues. They will analyze the qualities of being a leader and leadership in their home and school. They will demonstrate an understanding of self-efficacy, collaboration, assertiveness and empathy. Students will analyze rights and responsibilities they have at home and school and understand why and how benefits are granted, shared, or limited. They recognize that people can make rules and leaders can enforce those rules both at home and at school.

Suggested topics: rules, rights, responsibilities, leadership, truth, fairness, justice, loyalty, freedom, character traits, civic leaders, civic virtues (i.e. courage, wisdom, integrity, citizenship, respect, and caring), and shared ideals (i.e. truth, fairness, justice, loyalty, and freedom)

Geography Unit In this unit, students will recognize maps and globes as models of earth and representations of the earth's features. Students will make maps to represent locations important to them. They will examine the existence and interaction of natural and human-made features of their school surroundings. They will investigate and evaluate how the physical and human environment impacts their family (e.g. choices of clothing, housing, crops, recreation, and cultural practices). Students will use their understanding about the physical environment to identify rights and responsibilities to be good stewards in maintaining or improving the quality of their environment.

Suggested topics: maps, globes, natural features, human-made features, farming, shelter, stewardship, Kansas, Indigenous nations, cities, environment

Economics Unit In this unit, students will engage in purposeful and informed decision-making by considering risks and benefits to a decision. Students will recognize that humans use systems of production and exchange to obtain, share, and distribute goods and services. They will investigate that choices made by a family are based on wants, needs, values, and available resources. Students will understand that people earn an income to meet needs and wants. They will evaluate the concept of exchange and how families obtain goods and services. Students will analyze the benefits of saving. They will explore the responsibilities of various jobs.

Suggested topics: economic decision-making, wants, needs, choices, shared resources, resources, goods, services, savings, spending, earning, sacrifice, community, scarcity

Second Grade

THEN AND NOW

Focus Standard 4: Societies experience continuity and change over time. (Educators will utilize other HGSS standards as necessary.)

People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a society's ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:

- Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.
- Progress and regression are one of several ways of determining change.
- Continuity is the connection between events, ideas or beliefs over time.

Benchmark:

1. The student will recognize and evaluate continuity and change over time.
2. The student will analyze the context and draw conclusions about continuity and change.
3. The student will investigate and connect continuity and change to a contemporary issue.
4. The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Course Description

Second grade content focuses on Societies Then and Now and the HGSS standard **Societies experience continuity and change over time.** Students will analyze change over time through local, state, tribal, and national societies in the four disciplines: history, economics, geography, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Expanding on Past Learning and Skills

First grade content focuses on the Roles of Individuals and the HGSS standard **Individuals have rights and responsibilities**. Students will study the role of individuals in various family and other social structures. The standard and benchmarks center on inquiry-based instruction that includes thinking skills, historical processes, and content so that students can apply their learning to their own lives and understanding of classmates' lives. Instruction should connect these four social studies disciplines: history, economics, geography, and civics/government, including local, state, tribal, and federal governments.

Connecting with Future Learning and Skills

Third grade content focuses on Communities, Local and Global and the HGSS standard **Societies are shaped by the identities, beliefs, and practices of individuals and groups**. Students will study societal change resulting from individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum.

In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities.

A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a clear claim that answers a compelling question 2) using sourced evidence from multiple sources, and 3) use reasoning that connects the evidence to their claim.

History Unit In this unit, students will recognize and evaluate how societies change over time to analyze and draw conclusions about past and present societies. They will study how and why modes of transportation, communication, education, and other aspects of society have changed over time. They will recognize and evaluate how inventions and innovations from the past influence their daily lives, using examples from Kansas and the United States. Students will analyze push and pull factors of voluntary and involuntary migration and how different groups of people contribute to Kansas. They will understand that there are different perspectives of events then and now. They will recognize and draw conclusions about why major landmarks, historic sites, and cultural celebrations are significant.

Suggested Topics: colonization, Indigenous people and tribal nations, families, past and present, society, symbols, transportation, communication, school, inventions, innovations, voluntary and involuntary migration, local landmarks, U.S. and state capitals

Civics/Government Unit In this unit, students will understand the basic concepts of responsibilities, authority, rules and laws as they apply to past and present societies. Students will recognize that all peoples have responsibilities and that those responsibilities evolve over time. They will identify, analyze, and demonstrate key attributes of good citizens and a good leader in various societies. They will demonstrate an understanding of responsibility, self-efficacy, assertiveness, and empathy. Students will connect life in the United States to its various governing documents (state, tribal, and U.S. constitutions) and recognize how constitutional rights have changed over time. They will use their knowledge about rights and citizenship to create rules for their classroom.

Suggested Topics: citizenship, rights, responsibilities, patriotism, shared ideals, character traits, civility, respectful discourse, constitutions/governing documents, point of view, equity and fairness, choices, consequences

Geography Unit In this unit, students will make and use maps of familiar places from past and present societies. Students will describe how their local environment impacts how they live, and how they live impacts their local environment. Students will also consider how societies in the past impacted the same environment and how the environment impacted them. Students will observe and record geographic information to describe how the practices of individuals and groups impact environments and how those impact change in the society.

Suggested topics: mapping, human geography, physical geography, cardinal directions, cartography, local geography, human/environment interaction, the ways in which climates change

Economic Unit In this unit, students will recognize and evaluate how various human-made economies change over time and analyze and draw conclusions about past and present societies. Students will describe the goods and services that people in their community produce and compare to other communities. They will understand how available resources influence choices in societies. They will investigate how to make effective and sustainable decisions as a consumer, producer, saver, investor, entrepreneur, and citizen to improve society. Students will draw conclusions about how people meet their wants and needs as societies change and progress.

Suggested topics: scarcity, resources, stewardship, sustainability, collaboration, choices, consumer and producer, savings and spending, investing, goods and services, cost/benefit, capital and human resources, opportunity cost, economic decision-making, earnings/income, banking, bartering, marketplace, prices.

Third Grade

LOCAL AND NATIONAL COMMUNITIES

Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups. (Educators will utilize other HGSS standards as necessary.)

People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:

- Identities are who we are, the way we think about ourselves, and how we view the world.
- Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.
- Practices are the actual application of identities, beliefs, and ideas on real-world issues.

Benchmark:

1. The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
2. The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
3. The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
4. The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Course description:

Third grade content focuses on Local and National Communities and the HGSS standard **Societies are shaped by the identities, beliefs, and practices of individuals and groups**. Students will study societal change resulting from individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government.

The standard and benchmarks center on inquiry-based instruction that connects discipline-specific: thinking skills, primary and secondary sources, and content. High quality instruction includes the four social studies disciplines: history, economics, geography, and civics/government.

Expanding on Past Learning and Skills

Second grade content focuses on Societies Then and Now and the HGSS standard **Societies experience continuity and change over time**. Students will analyze change over time through local, state, tribal, and national societies in the four disciplines: history, economics, geography, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific: thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Connecting with Future Learning

Fourth grade content focuses on Kansas and Regions of the United States and the HGSS standard **Relationships among people, places, ideas, and environments are dynamic**. Students will compare how Kansas and the tribal nations within its boundaries are similar and different from other regions of the U.S. through the major social studies disciplines of history, geography, economics, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific: thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities.

A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a clear claim that answers a compelling question 2) using sourced evidence from multiple sources, and 3) use reasoning that connects the evidence to their claim.

History Unit In this unit, students will recognize and evaluate how identities, beliefs, and practices of individuals and groups shape societies. They will analyze how their hometown, a major city in Kansas, tribal nations in Kansas, and other cities of the world were established. Students will understand the motivation and accomplishments of notable, diverse, and underrepresented individuals and groups specific to their hometown or tribal nation. Students will investigate the significance of events, holidays, and traditions that are important to their community in both the past and present.

Suggested Topics: hometown, major cities, inventors, entrepreneurs, local events, local holidays, local traditions, culture, identity, indigenous peoples and leadership, social movements, involuntary migrations and resistance, voluntary migrations, settlers

Civics/Government Unit In this unit, students will determine how people participate in governments and analyze why choosing to participate is important. Students will investigate ways that citizens can fulfill their civic duty through responsible participation. They will describe the types, functions, characteristics, and services of political units, such as cities, counties, states, and tribal nations. They will recognize that all towns/cities/tribal nations have laws, and all citizens have equal rights and responsibilities as set forth in state, tribal, and United States constitutions. Students will recognize and evaluate how identities, beliefs, and practices of individuals and groups are protected under their constitution.

Suggested Topics: civic values and duties, responsible participation, local, state and tribal government, common good, volunteering, identities, beliefs, practices, rights and responsibilities, community service, constitutions, citizenship, sovereignty (local, state, tribal, federal)

Geography Unit (Human and Physical) In this unit, students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities or tribal nations. Students will understand the unique geographic, cultural, political, and social qualities of various communities, including their own communities. They will examine the movements of various peoples. Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information.

Suggested topics: community, tribal nation, voluntary and involuntary immigration, migrations relevant to Kansas, geographic tools, physical and political features, local physical geography (landforms, bodies of water, natural resources, climate, ecosystems), relationships between people and the land, and rural, suburban, and urban population density, location

Economic Unit In this unit, students will recognize that limited resources require people to make choices to satisfy wants and needs for goods and services for themselves and their communities. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They may also examine how their daily economic decision-making is influenced by their identities, beliefs, and cultural practices.

Suggested topics: limited resources, scarcity, responsible resource management, stewardship, market economy, opportunity cost, economic specialization, trade, borrowing and lending, credit, taxes and taxation as funding sources for infrastructure and societal needs, spending and saving, and the revitalization of resources.

Fourth Grade

KANSAS AND REGIONS OF THE UNITED STATES

Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic. (Educators will utilize other HGSS standards as necessary.)

People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:

- Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.
- The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.
- Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.

Benchmark:

1. The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
2. The student will analyze the context and draw conclusions about dynamic relationships.
3. The student will investigate and connect dynamic relationships to contemporary issues.
4. The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Course Description

Fourth grade content focuses on Kansas and Regions of the United States and the HGSS standard **Relationships among people, places, ideas, and environments are dynamic**. Students will compare how Kansas and the tribal nations within it are similar and different from regions of the US through the social studies disciplines of history, geography, economics, and civics/government. The standard and benchmarks center on inquiry-based instruction that includes discipline-specific: thinking skills, primary and secondary sources, and content. High quality instruction connects these four social studies disciplines: history, economics, geography, and civics/government.

Expanding on Past Learning and Skills

Third grade content focused on Local and National Communities and the HGSS standard **Societies are shaped by the identities, beliefs, and practices of individuals and groups.** Students studied societal change resulting from individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government. The standard and benchmarks centered on inquiry-based instruction that connected discipline-specific thinking skills, primary and secondary sources, and content.

Connecting with Future Learning

The fifth-grade course begins with the study of Indigenous people groups living in North America before European colonization. Students expand their understanding of social studies concepts by examining the establishment of European colonies, the continual conflict and compromise between individuals and groups living in North America, and the multicultural origins and development of the United States as a country through the Revolutionary War and the Constitutional period.

The course will investigate these historical events through the lens of multiple perspectives, with inquiry-based instruction that integrates critical and historical thinking skills, primary and secondary sources, and content. Learning designs should include the integration of disciplinary concepts and practices from history, economics, geography, civics, and the humanities.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space.

There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a **clear claim** that answers a compelling question 2) using **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

History Unit In this unit, students will recognize and evaluate the significant relationships and movements of people and events that shaped regions of the United States, and regions within Kansas. They will analyze how these people and events shaped regions of Kansas and regions of the United States. Students will understand the motivation and accomplishments of people from various regions across the United States, as well as notable, diverse, and underrepresented people in Kansas history. They will explore the historical impact of trade, travel, communication networks, and immigration on regions in Kansas and the United States.

Suggested Topics: Kansas regions, Indigenous peoples and Nations, treaties, transportation systems, trail systems, emigration, immigration, civic and cultural leaders, entrepreneurs, ecological changes, U.S. explorers, rivers, Exodusters, immigrant settlers, civic and cultural leaders

Civics/Government In this unit, students will recognize and evaluate the rights and responsibilities of citizenship. Students will examine their individual roles as citizens of various communities (i.e. state, tribal, the United States). They will determine how people can participate in each level of their government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty. Students will examine services provided by state, tribal and national governments, and the functions of each. Students will investigate the function of state and tribal governments within various regions. Students will recognize and evaluate the shared ideals in regions throughout the United States and the relationships among people, places, ideas, and environment.

Suggested Topics: rights and responsibilities, citizenship, civic duty, levels of government, constitutions, community service, tribal governments, sovereignty, culture, serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, military service

Geography Unit In this unit, students will define the concept of region by identifying the shared characteristics of it. Students will compare and contrast different regions based on physical, cultural, human and political geographies. In addition, they will investigate settlement patterns to draw conclusions about a sense of place in regions throughout the United States and regions in Kansas.

Students will also analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and nonrenewable resources.Students will use maps, graphic representations, tools, and technologies to analyze the regions of the United States, and explore how human and physical characteristics vary across regions of the United States and regions of Kansas.

Suggested Topics: Kansas, tribal nations, United States regions, Kanza, shifting geographic borders and cultural characteristics, shared social characteristics, political features, shared physical features, immigration, forced removals, absolute and relative location, renewable and nonrenewable resources, ecosystems, languages (Indigenous and foreign), mapping (landforms, bodies of water), climate, Ogallala aquifer (and others)

Economic Unit In this unit, students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and United States regions to draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services and how they relate to the stewardship of the land. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur.

Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They understand the production, distribution, and consumption of goods from regions of the United States and Kansas. Students will describe how the economy works in regions of the United States and Kansas and will consider the role of local, state, tribal, and federal governments in the economy.

Suggested Topics: opportunity cost, economy, natural resources, sustainability, capital resources, human resources, producer and consumer, saving and spending, economic specialization, taxes, entrepreneur, subsidies, land management, stewardship, government policies

Fifth Grade
United States History
EARLY NORTH AMERICAN PEOPLE GROUPS TO 1789 C.E.

Course Description

This course begins with the study of Indigenous people groups living in North America before European colonization. Students expand their understanding of social studies concepts by examining the establishment of European colonies, the continual conflict and compromise between individuals and groups living in North America, and the multicultural origins and development of the United States as a country through the Revolutionary War and the Constitutional period.

The course will investigate these historical events through the lens of multiple perspectives, with inquiry-based instruction that integrates critical and historical thinking skills, primary and secondary sources, and content. Learning designs should include disciplinary concepts and practices from history, economics, geography, civics, and the humanities.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Past Learning and Skills

Based on the prior suggested content and topics in K-4, students should enter fifth grade with a general understanding of economics, cultural and physical geography, civics/government, and history and are able to apply knowledge of people, ideas, and events that they have learned in the past to fifth grade content. Past learned content includes North American geography with a focus on regions and Kansas history, as well as tribal nations. They are familiar with economic concepts such as scarcity, supply and demand, opportunity costs, production of goods and services, and the use of natural, capital, and human resources. Students understand civics concepts, which include the roles, rights, and responsibilities of a member/citizen of a family, school, Kansas, and the United States.

They possess the ability to understand the difference between primary and secondary evidence, analyze evidence, and make clear and accurate claims using evidence and reasoning. During their fourth grade year, students completed the required KSDE Classroom-Based Assessment and so should be able to create a clear claim that answers a compelling question using sourced evidence from at least one source and use reasoning that connects the evidence to their claim.

Connecting with Future Learning and Skills

During their middle level years, students will apply the social, political, and economic concepts learned in fifth grade to the study of cultures and people groups around the world with the following subsequent courses.

- 6th grade: River Civilizations through 1300 C.E.
- 7th grade: Kansas History and World Geography
- 8th grade: American History 1789 to 1898.

Students will expand their social studies thinking skills beyond creating and supporting a basic claim/thesis development by learning to include more supporting evidence, counterarguments, and appropriate citations in the students final product.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment and 1) create a **clear claim** that answers a compelling question 2) using **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- North American Indigenous Societies: Pre-1400s
- North American Colonization, Compromise, and Conflict: 1492 - 1600s
- Competing Indigenous and European Empires: 1600s - 1760s
- Roads to an Independent United States: 1750s - 1770s
- The Revolutionary War: 1770s - 1780s
- Stories of a New Nation: 1770s - 1790s

North America Indigenous Societies: Pre-1400s

Students consider the diversity of the various Native American nations in what is today the United States and their unique experiences prior to contact with others outside North America. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on past and current American society and connections to modern Native Nations.

> **Suggested topics**: Movements and migration, beliefs, cultures, government structures, trading patterns, societal organization, agricultural practices and innovations, specific Indigenous nations such as: Hopewellian, Cahokia, Chaco Canyon, Huhugam, Mound Builders

North American Colonization, Compromise, and Conflict: 1492–1600s

Students explore the encounters between Indigenous and European nations. Students will concentrate on the causes, conflict, and compromise associated with expansion by European colonists across North America. Students will analyze the varied interests and interactions of European and Indigenous nations.

> **Suggested topics**: European colonial interests (resources, Doctrine of Discovery, empire building), Indigenous responses (diplomatic negotiations, treaty making, trade, agricultural knowledge exchange), disease, conflict, conquest, exploitation, immigration and migration, Columbian Exchange, spread of Christianity

Competing Indigenous and European Empires: 1600s - 1760s

This period of history focuses on the establishment, growth, and distinctive qualities of the various European colonies, interactions with Indigenous nations, and the forced migration of enslaved Africans. This includes the geographical, political, social, and economic differences between the various European colonies and nations. Students will examine how these differences shaped their relationships with each other, to their European countries, and to Native nations.

> **Suggested topics:** Encroachment on Indigenous land, resource extraction, land use, trade and economic policies, Mercantile System, indentured and involuntary servitude/slavery, Atlantic trade routes, religious freedom, Enlightenment, social and gender roles of Europeans and Indigenous nations, forms of government (colonial and Indigenous nations), competing North American empires (British, French, Spanish, Dutch, Indigenous nations)

Roads to an Independent United States: 1750s - 1770s

The period leading up to the separation of the American colonies from Great Britain was influenced by philosophical movements such as the Enlightenment as well as geography, economics, and complex relationships between colonies, European powers, and sovereign Indigenous nations and communities. Students will examine the ongoing conflicts between people living within North America and Europe. Students should explore how these different ideas, relationships, and conflicts converged, culminating in the Declaration of Independence and ultimately a revolution against Great Britain.

> **Suggested topics:** Taxation policies and responses, British legislation, independence, Enlightenment vs. monarchical ideas, (natural rights, freedom, liberty, equality), Seven Years War as a regional and international conflict, governmental rivalries, alliances, and influences (i.e. Indigenous nations, Parliament, colonial governments), different regional and philosophical economic models, impact of Proclamation Line of 1763 (i.e. European demand for Indigenous land)

The Revolutionary War: 1770s - 1780s

The war for independence from Great Britain cast a vision for a nation founded upon ideas from the Enlightenment Era, and how those ideas impacted different groups both positively and negatively. Students will construct an understanding of colonial efforts to organize a government based on these ideas, the challenges, hardships, successes, and impact of the conflict on different groups and communities, and the global context of the war.

> **Suggested topics**: Declaration of Independence and grievances, diplomacy, international alliances and treaties, Indigenous rivalries and alliances, turning points of the war, impact of Indigenous nations, African Americans, and women on the war's events, equality and inequality in early America

Stories of a New Nation: 1770s - 1789

Students will examine this critical period of nation-building by exploring the challenges and opportunities of establishing a new government, analyzing the debates of federalism and individual liberties, and assessing the compromises leading to the Constitution. Students will investigate the beginnings of the United States and the resulting complex social and political issues, including the issue of slavery.

> **Suggested topics:** Individual rights, limited government, compromise, separation of powers, checks and balances, federalism, religious freedom, Articles of Confederation, Bill of Rights, Constitutional Convention, treaty making between the United States and Indigenous nations, ongoing political challenges (such as enslavement, suffrage, and Indigenous relations), equality and inequality in early America

Sixth Grade
Ancient World History
EARLY CIVILIZATIONS TO 1300 C.E.

Course Description

In this course, students will understand that indigenous peoples developed sophisticated societies all over the world, often around significant geographical features. The Ancient World History course covers the period from the emergence of early civilizations to approximately 1300 CE and examines the development of civilizations across time and place. The course will include a discussion of characteristics of civilizations including the development of agriculture, governments, economic systems, social hierarchies, and cultures. Students will focus on causes, effects, and turning points in the rise and fall of various civilizations. They will investigate major religions and their impact on governments, society, and cultures. The course will also include an examination of the spread and transformation of cultures and ideas across these regions through trade and conquest. Students will evaluate the enduring contributions of various civilizations and their connection to events, ideas, and cultures today, recognizing the links between the historical and contemporary worlds made possible through the interconnection of peoples.

The course will investigate these historical events through the lens of multiple perspectives, with inquiry-based instruction that integrates critical and historical thinking skills, primary and secondary sources, and content. Learning designs should include disciplinary concepts and practices from history, economics, geography, civics, and the humanities.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Past Learning and Skills

The fifth-grade course began with the study of Indigenous people groups living in North America before European colonization. Students expanded their understanding of social studies concepts by examining the establishment of European colonies, the continual conflict and compromise between individuals and groups living in North America, and the multicultural origins and development of the United States as a country through the Revolutionary War and the Constitutional period.

Connecting with Future Learning and Skills

The skills and content learned at this grade-level will be used as background and prior knowledge for their study of Modern World History. Students will be asked to continue their study specifically of world history and geography from 1000 CE to modern times during their high school years. They will build on concepts of geography, economics, civics/government and history learned in this Ancient World History course as they connect to contemporary events.

During their middle school years, students will continue using the skills of inquiry, discipline specific skills, and analyzing evidence to make claims and engage in argumentation while learning Kansas History, Geography, and U.S. History to 1898.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities.

A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Civilization of the Americas
- Civilizations of Africa and Asia
- Civilizations of the Mediterranean and Western Asia Middle East
- Civilizations of Sub-Saharan Africa and Southern Asian Civilizations
- East Asian Civilizations
- European, North African, and Southwest Asian Civilizations

Civilizations of the Americas

Students should construct an understanding of civilizations across North America, Mesoamerica, and South America. Instruction will compare and contrast civilizations of the Americas, examining the impact of geography on the cultures and ways of life of these civilizations. They will investigate spiritual practices, family and social structures, movements, governments, trade networks, and innovations of the Ancestral Puebloans, Olmecs, Toltecs, Mayas, Aztecs, and Incas. They will examine changes over time in these civilizations, as well as their connections and links to modern Native Nations.

> **Suggested Topics:** communication systems, agricultural innovations, architecture, systems of exchange, division of labor, transportation, calendars, astronomical observatories, libraries, cities and urban environments, division of labor, monument building

Civilizations of Africa and Asia

Students will examine the developments of the early civilizations of Mesopotamia, Egypt, India, and China. The unit should discuss the impact of geographic locations and resources in terms of water and rivers on the development of early civilizations. Particular focus should be placed on the development of government institutions, cultures, religions/philosophies, and cross-cultural trade.

> **Suggested Topics:** writing, agriculture, religion, conflict & conquest, polytheism, monotheism, Judaism, Islam, Hinduism, Confucianism, Buddhism, Indigenous belief systems, Holy Roman empire, government, codifying laws (Hammurabi's Code), caste system, Mandate of Heaven, Right of Kings

Civilizations of the Mediterranean Region

Students will trace the development of Greek, Roman, and North African civilizations and societies and their impact across the globe. The focus of this unit covers the continuation and further development of societies. This may include, how and why changes happened in these societies, including changes in systems of government noting the rise and fall of governments, development of culture, and the influence of cross-cultural exchanges.

> **Suggested topics:** Direct-democracy, representative-democracy, theocracy, monarchy, oligarchy, Trans-Saharan caravan routes, Silk Road, Judaism, Christianity, Bronze Age collapse and the Sea People

Civilizations of Sub-Saharan Africa and Southern Asian

Students will trace the advancement of civilizations and societies in Sub-Saharan Africa and Southern Asia. Instruction focuses should focus on how these societies developed and formed complex political systems and cultural practices that were unique to the region. Students will construct an understanding of how the cross-cultural exchanges amongst societies, specifically those in North Africa, the Western Asia Middle East, and East Asia, impacted the development of their own civilizations and societies.

> **Suggested Topics:** Great Zimbabwe, Bantu Migration, Pagan Empire, Angkor Wat, Gupta Empire, Mali & Askum Empires, Indian Ocean Trade and Caste System

East Asian Civilizations

Students will trace changing the further advancement of civilizations and societies of East Asia. Instruction will examine the impact of geography on how these dynasties and empires grew and the impact it had on culture. Students will investigate the innovations of East Asian civilizations and how these ideas were transmitted through cross-cultural exchanges to other parts of the world.

> **Suggested topics:** Genghis Khan, Mongol Invasion, Taihō Code, Grand Canal, Heian, Literature, Porcelain, Goryeo, Wu Zetian (Empress Wu)

European, North African, and Southwest Asian Civilizations

Students will construct an understanding of the advancement and spread of civilizations into and out of Europe, North Africa, and Southwest Asia. Students will recognize the influence of the competing Christian and Islamic religions, the small kingdoms of Europe after the fall of the Roman Empire as well as the rise of the Islamic Caliphates. Instruction will examine the conflicts between religious and political leaders and how they shaped governments, societies and cultures. Students will draw conclusions about the causes and effects of the Crusades and will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. They will evaluate the impact of the Black Death on European society.

> **Suggested Topics:** Great Schism, feudalism, chivalry, crusades, missionaries, parliament, plagues, Charlemagne, Magna Carta, systems of governing, Black Death, Abbasid Empire, Ibn Battuta, Islam, Caliphate, Islamic Golden Age, Medieval climate impact

Seventh Grade

GLOBAL GEOGRAPHY

Course Description

The middle-level global geography course explores the interconnected nature of the world using the Five Themes of Geography: location, place, human/environmental interaction, movement, and region with a focus on physical and human geography. Using nationally recognized standards, the course compares and contrasts these themes across all continents and features examples from a variety of geographic regions.

The course will encourage the interpretation of geographic information, the analysis and application of existing and emerging geography technologies, and explore how geographers look at the world. The course will be rigorous and relevant with instruction that integrates geographic literacy, historical thinking skills, and complex global issues and patterns, enabling students to understand and analyze the world through a geographic perspective.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Past Learning and Skills

An earlier Ancient World History course covered the period from the emergence of the river civilizations to approximately 1300 CE and examined the development of civilizations across time and place. Students explored the characteristics of civilizations and evaluated the enduring contributions of various civilizations and their connection to current events, ideas, and cultures. They also practiced historical thinking skills and the use of primary and secondary sources, with a focus on supporting claims with evidence.

Connecting with Future Learning and Skills

The skills and content learned at this grade-level will be used as background and prior knowledge during their ongoing study of geography. Students will be asked to integrate geography themes and concepts into future middle school and high school social studies courses as they connect to historical content and contemporary events.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

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During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

The following instructional recommendations are intended to provide help in meeting the suggested scope and sequence for seventh grade content. Teachers and districts should adjust these recommendations to best align with local calendars and the instructional needs of their students.

Suggested Topics:

- Physical Geography: The Earth and Landforms
- Human Geography: Cultures
- Human Geography: Governments, Economics, and Belief Systems
- Human Impact on the Earth and Physical Systems

Physical Geography: The Earth and Landforms

This content topic may have signi icant overlap with science instruction in grades 6 - 8. Collaboration and coordination of curricular design with appropriate science colleagues is recommended.

Students will explore geography with a concentration on physical features and analyze the characteristics of physical geography while applying this analysis to their world. In addition, students will interpret various types of geographic information and how geographers look at the world.

> **Suggested Topics:** region, place, location, surface forces, physical features, earth's structure, tectonic plates, landforms

Physical Geography: Physical Systems

This content topic may have significant overlap with science instruction in grades 6 - 8. Collaboration and coordination of curricular design with appropriate science colleagues is recommended.

Students will investigate physical geography with a concentration on physical systems, interpret various types of geographic information and how geographers look at the world, and analyze the characteristics of physical geography and apply this analysis to their world.

> **Suggested Topics**: region, movement, erosion, orbit, rotation, revolution, sun, planets, seasons, ecosystems, natural resources, renewable and nonrenewable resources, energy, erosion and water cycle, climate zones, greenhouse gasses, ozone

Human Geography: Cultures

Students will investigate human geography with a focus on cultures, developing a deeper understanding of their own identity, as well as various cultures within their community and across the globe. Students will interpret various types of geographic information and how geographers look at their world. Students will analyze the characteristics of cultures and apply this analysis to understanding the world around them.

> **Suggested Topics:** region, place, cultural groups and identities, races, ethnicities, languages, cultural differences and similarities, cultural influences and interactions, population patterns and demographics, movement, immigration and migration (voluntary and involuntary)

Human Geography: Governments, Economics, and Belief Systems

Students are introduced to human geography with a concentration on governments, economics, and belief systems. In addition, students will interpret various types of geographic information and how geographers look at the world. Students will analyze these characteristics of human geography and apply this analysis to understanding the world around them.

> **Suggested Topics:** region, place, movement, human environment interaction, democracy, monarchy, dictatorship, oligarchy, military states, etc., capitalism, communism, socialism, etc., layered sovereignties, such as territories (i.e. Puerto Rico) or federally recognized Indigenous (tribal) nations and the United States, market economies, mixed market economies, exchange economies, belief systems and religions

Human Impact on the Earth and Physical Systems

Students are introduced to physical and human geography with a concentration on interconnectedness and interaction between human and physical systems and implications of those relationships. In addition, students will interpret various types of geographic information and how geographers look at the world.

> **Suggested Topics:** region, location, human environment interaction, adaptations, resource management systems (land stewardship, waste, and resource extraction), various agriculture approaches, food systems, industrialization, technology, energy (renewable and non-renewable), consumption, pollution, climate change, globalization, sustainable practices

Seventh Grade

KANSAS HISTORY: PREHISTORIC TO PRESENT

Course Description

The Kansas History course begins with a study of the geologic background and the early peoples of the land that became Kansas, and will extend through the present. This course will examine major events, the many individuals and groups who made this region their home, unique innovations, geographic regions, and political, social, and economic movements with instruction that integrates critical thinking skills. The course incorporates historical analysis, literacy, and inquiry so that students can connect their learning to their lives as active, informed, and engaged citizens. This course recognizes the importance of including students' cultural and experiential references in learning about Kansas.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Prior Learning and Skills

During their time in K-3 classrooms, students focused on Self, Families, Then and Now, and Local Histories of their local communities. As fourth grade students, they learned about Kansas history, United States regions, and general geography. In fifth grade, students were introduced to the study of Indigenous peoples and Nations living in North America before European colonization. Students expanded their understanding of social studies concepts by examining the establishment of European colonies, the continual conflict and compromise between individuals and groups living in North America, and the multicultural origins and development of the United States as a country through the Revolutionary War and the Constitutional period. During sixth grade, students learned about the development of civilizations across the world. They will have had experience with the Effective HGSS Classroom Practices, including developing a claim/thesis and supporting that claim with evidence and reasoning.

Connecting with Future Learning and Skills

Students will be asked in future grades to link community and state history with events in United States and World history. The skills and content taught at this grade-level will be used as background and prior knowledge for future social studies courses. Students should also be able to recognize, evaluate, analyze, and investigate historical topics in order to draw conclusions and connect with contemporary issues. Students will be asked to expand on basic claim/thesis development by introducing more supporting evidence, including counterarguments and appropriate citations.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a clear claim that answers a compelling question 2) use sourced evidence from multiple sources, and 3) use reasoning that connects the evidence to their claim.

The following instructional recommendations are intended to provide help in meeting the suggested scope and sequence for seventh grade content. Teachers and districts should adjust these recommendations to best align with local calendars and the instructional needs of their students.

- Early Kansas: Land and People (7000 BCE – 1760s CE)
- Indigenous Nations and Impacts of Territorial Expansion (1760s -1854)
- Territorial Period to the Civil War (1854 –1865)
- Expansion, Conflict, and Settlement (1860s – 1890s)
- Progressivism, WWI, and the 1920s (1900s - 1920s)
- Dust Bowl, Depression, and WWII (1930s – 1940s)
- Kansas and a Changing World (1950s – 2000)
- Kansas and a Modern World (2000 – Present)

Early Kansas: Land and People (7000 BCE – 1760s)

Students will examine and analyze the diversity of peoples and cultures who inhabited what would become Kansas and investigate how their beliefs, ideas, and relationships with the environment changed over time. Students will analyze the motivations and impact of European contact and encroachment, and the relocation and resilience of Indigenous peoples.

> **Suggested Topics:** contrasting cultures, settlement, indigenous technology and agricultural innovations, adaptation, trade, inland sea impact, local and regional topography, Indigenous homelands and communities, Kansa, Pawnee, Wichita and Etzanoa, Osage, Comanche, Kiowa, Cheyenne, Arapaho, Indigenous systems of governance and economic systems, Indigenous Nation political and economic engagement with Spanish and French colonization

Indigenous Nations and Impacts of Territorial Expansion (1760s - 1854)

Students will analyze the motivations and impact of the United States movement and the Nation-to-Nation encounters with indigenous peoples. Students will examine how these encounters led to the forced relocations of Indigenous Nations who endured hardships while maintaining their identities.

> **Suggested Topics:** Louisiana Purchase and mapping expeditions, trade, trails, Manifest Destiny, Indigenous experience with U.S. westward movement in Kansas, treaties, land reductions, and forced Indigenous migrations out of Kansas (Osage, Kaw, etc.) and into Kansas (Wyandotte, Delaware, Shawnee, Potawatomi, Ioway, Kickapoo, Sac and Fox, etc.)

Territorial Period to the Civil War (1854-1865)

Students will investigate the historical context under which the territory and state was created and the pivotal role Kansas played in the national debate over slavery and the Civil War. They will trace the development of state government from the territorial period through statehood, including key political and social events and historical figures.

> **Suggested Topics:** popular sovereignty, enslavement and abolition, underground railroad, territorial constitutions, Bleeding Kansas, Free State movement, railroads, Kansas Civil War battle sites, 1st Kansas Colored Volunteer Infantry, emigrant movements, women's suffrage, U.S. expansion and its impact on Indigenous economies including trails, town-building, ranching and agriculture, Wyandotte Constitution and Kansas Government

Expansion, Conflict, and Settlement (1859 - 1890s)

Students will evaluate the impact of frontier forts, railroads, cattle, farming, and the continued westward movements of the United States and the impact on Tribal Nations. They will examine the influx of unique European immigrant communities and their impact on Kansas, politics, economy, and cultural identity. Students will trace the development and influence of various reform movements in Kansas.

> **Suggested Topics:** telegraph, prohibition, populism, suffrage movements, socialism, immigration, romantic image of the West, promotion and growth of agriculture, cattle drives, Gilded Age, Exodusters and Nicodemus, Medicine Lodge treaty, 1860s Potawatomi treaties and land disputes, Kaw treaty of 1859/1862 and 1873 removal, Osage treaty of 1865 and 1872 removal, Homestead Act, boarding schools, Morrill Act, Dawes Act, ethnic enclaves such as Czech, German and Swedish, Indigenous nations and reservations (Iowa, Kickapoo, Potawatomi, Sac and Fox), federally recognized tribes

Progressivism, WWI, and the 1920s (1890s-1920s)

Students will investigate the development of specific industries within the state, the rise of Progressivism, and how Kansas reacted to a resurgent Ku Klux Klan. Time should be spent considering the historic, economic, political, and geographic context of these developments and the conditions which led to these events. Students will explore the global growth and impact of mechanized farming. Students will investigate the social, political, and economic impacts of the First World War.

> **Suggested Topics:** Progressivism, industrialization, urbanization, flu pandemic, Camp Funston, enemy aliens, Klu Klux Klan, Hispanic immigration, women's suffrage, wheat production, unions

Dust Bowl, Depression, and WWII (1930s – 1940s)

Students will investigate the dynamic relationship between the economies of Kansas and the United States. They will analyze the causes and effects of the Dust Bowl and investigate the role Kansas played in World War II.

> **Suggested Topics:** Farming practices, distribution of wealth and resources, Win the War with Wheat, agricultural conservation, the New Deal, debt, war economy, aviation and munitions industries, Eisenhower, growth of entertainment, Negro baseball league, Prohibition, changing agricultural practices, impact of the Dust Bowl and the New Deal, arts and entertainment such as jazz, Hispanic and Negro baseball leagues.

Kansas and a Changing World (1950s—2000s)

Students will examine the role of Kansas as the United States developed into a world leader. They will evaluate political, social, and economic changes in the nation and its impact on Kansas.

> **Suggested Topics:** Communism, Cold War, Brown v Board of Education of Topeka, Dockum Sit-in, civil rights movements and youth involvement, rise of interstate transportation, military industrial complex, Jim Crow era segregation, continued immigration from Latin America and Asia

Kansas and a Modern World (2000s—present)

Students will draw a contemporary picture of the state by investigating how the state is positioned for the future. They will reflect on the state's history, drawing conclusions about the state's past, present, and future.

> **Suggested Topics:** globalization, rural depopulation, energy, aquifer depletion, systems of municipality, county, state, and tribal governance, immigration and migration Asian American, African American, Latin American, and other immigrant populations, urban and rural shifts, resurgence of sovereignty and economic development from Iowa Tribe of Kansas and Nebraska, Prairie Band Potawatomi Nation, Kansas Kickapoo Tribe, Sac and Fox Nation of Missouri in Kansas and Nebraska.

Eighth Grade

UNITED STATES HISTORY 1789 C.E. - 1898 C.E.

Course Description

This course of study begins with an overview of key concepts of the early U.S. republic, including engagements with sovereign nations (both Native and foreign). The course supports the creation of civically engaged citizens by deepening understandings of the establishment and development of the United States from 1789 through 1898. The course will examine historical events through the perspectives of multiple groups, regions, and political parties with instruction that integrates critical thinking skills. The course uses historical analysis to examine geography, humanities, civics, and economics.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Past Learning and Skills

From past experiences in elementary and middle school, students should possess a general understanding of international relations with sovereign nations (both Native and foreign) prior to 1789. They should have experience with the Effective HGSS Classroom Practices and be able to integrate those practices into their own learning. This course builds on prior student-learning of the major events and ideas leading to the American War for Independence.

Connecting with Future Learning and Skills

During their high school United States history course, students will study the events, places, people, and issues from 1898 to the present. Foundational knowledge of the 1800s is essential for success in high school. Certain themes will be emphasized as part of the high school class: the growing role of the federal government and judicial branch; treaty accords with Indigenous nations, tensions between individuals and the state and between minority rights and majority power; the growth of a modern corporate economy; changes in the ethnic structure of American culture; the movements toward increased civil rights; and the role of America as a major world power.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Early Government Relations and Establishing the United States: 1789—1820s
- Expansion, Reform, and Forced Removals: 1820s—1850s
- Sectionalism and March to War: 1830s - 1861
- Civil War: 1861 - 1865
- Reconstruction and Civil Rights Challenges: 1865 - 1890s
- Industrialization, Imperialism, Immigration, and Continued Civil Rights Challenges: 1870s-1900

Early Government Relations and Establishing the United States: 1789—1820s

Students will review the early government-to-government relations with Native and European nations with a focus on their impact on the development of the new nation. They will learn the growing pains of the United States as it began as an independent nation and consider how key events such as industrialization, technological advancements, the formation of a new government, and foreign and domestic migrations contributed to its growth. Students will critically examine how these events and ideas impacted Indigenous Americans, African-Americans, and other groups during this era.

> **Suggested Topics:** Constitution, federalism, checks and balances, Bill of Rights, election of 1800, Louisiana Purchase, foundations of tribal sovereignty and treaty making (Commerce Clause, Six Nations Treaty), Marshall Trilogy, War of 1812, Monroe Doctrine, Industrial Revolution, immigration

Expansion, Reform, and Forced Removals: 1820s—1860s

Students will learn how the United States continued to expand and explain the stark contrast in how the Northeast, West, and South regions viewed politics and economical differences to advance their agendas. They will consider how these differences affected historically underrepresented groups in America. Students will explore the expansion of the United States into the regions and empires of Native nations, analyzing the forced removals, conflicts and compromises that occurred through treaties. They will continue to study how inventions transformed the country, and how the effects of those improvements helped to shape regional differences.

> **Suggested Topics:** U.S. expansion and migration, Second Industrial Revolution, Indigenous resistance and resilience, removal, and broken treaties, Osage Treaties of 1808, 1818, and 1825, Kaw Treaties of 1825 and 1846, Potawatomi Trail of Death and Treaty of 1836, Dakota 38, Sand Creek Massacre, Shawnee Indian Manual Labor Boarding School, Navajo Long Walk, sectionalism, economic and moral impact of enslavement, Second Great Awakening, abolitionism, immigration on both coasts, reform movements, Seneca Falls Convention and women's suffrage

Sectionalism and March to War: 1830s - 1860s

Students will explore the national debate that developed during the rise of sectionalism, as well as conflicts with Indigenous Nations. Students will analyze the failure of various compromises and investigate the challenges to the Constitution caused by secession.

> **Suggested Topics:** sectionalism, enslavement and abolitionism, popular sovereignty, compromises (i.e. Compromise of 1850, Missouri, Kansas-Nebraska Act), Dred Scott decision, Bleeding Kansas, Harper's Ferry, Nullification Crisis

The Civil War: 1861 - 1865

Students should recognize and evaluate broad Union and Confederate strategies. Students will explore significant economic, political, and social issues that developed during the war while also examining watershed battles. Students should analyze the human meaning of the war and investigate the context of the home front, as well as the stories of soldiers, free blacks, enslaved persons, women, and Native Americans.

> **Suggested Topics:** equality, Emancipation Proclamation, racism, cotton diplomacy, geography of war, blockade, Tribal treaties with the United States and Confederate States, Loyal Shawnee, women soldiers and spies, African American soldiers, immigrant soldiers

Reconstruction and the Fights for Equality: 1865 - 1870s

Students will learn how the United States struggled to reunite as it attempted to rebuild a fractured nation. Constitutional amendments were ratified to rectify past wrongs guaranteeing citizenship to former enslaved persons, and securing voting rights for African American men. Additional programs provided essential aid and services. Simultaneously, Tribal Nations were forcefully removed off their land and their children sent to Assimilationists Boarding Schools while continuing to assert sovereignty. Students will identify how a reinvigorated neo-confederate Southern leadership passed legislation that contributed to hardships for newly freed Black Americans, as the federal government attempted to counter those measures.

> **Suggested Topics:** Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Radical Republicans, Black codes, Jim Crow, Freedmen's Bureau, Ku Klux Klan, Election of 1876, Dawes Act, Allotment, Boarding Schools (Carlisle, Chilocco, Haskell Institute and other Kansas boarding schools), Morrill Act, Little Big Horn/Greasy Grass, Wounded Knee, addition of new states in the U.S. and corresponding removals, extermination of buffalo, Cattle Drive

Industrialization, Imperialism, Immigration, and Continued Fights for Equality: 1870s-1900

Students will investigate how immigration fueled the rapid industrial and imperial growth as the United States emerged as a world power. Students will analyze how the continued westward movements of the country severely impacted the Native American populations. They will learn about industrial impacts and advancements in transportation helped to rapidly advance human movement and migration. Students will also learn how industrialization led to the rapid growth of cities and the strengthening of labor unions.

> **Suggested Topics:** imperialism, Spanish American War, yellow journalism, transcontinental railroad, populism, political bosses, push and pull factors, immigration, urbanization, organized labor, spoils system, ongoing boarding schools, end of treaty-making (1871), Chinese Exclusion Act (1882), tenement housing, women's suffrage movement, Ellis and Angel Islands, unionization, trust-busting, addition of new U.S. states at the expense of tribal lands, labor laws, workers' safety rights and Triangle Shirtwaist Fire, Rock Springs Massacre

World Civilizations and History 1000 C.E. - Present

Kansas Course Code #04053

Course Description

The World Civilizations and History course covers circa 1000 C.E. through the Present on a global scale. The course will cover intellectual trends, revolutionary movements, social interactions, political ideologies, economic theories, and geographical impacts. Students will focus on the developments that shaped the modern world including human rights, economic systems, revolutionary ideas, and political ideologies to develop an understanding of the roots of current world issues. The course content integrates thinking skills and historical processes so students are able to apply learning to their own lives. Instruction includes the integration of history, economics, geography, civics, and the humanities.

Instructional Best Practices

Quality learning designs will integrate disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document, beginning on page 10.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Prior Learning and Skills

World History teachers must understand how their specific content and skills fit as important pieces into the larger social studies narrative, blending their instructional designs with the student learning that comes before and after their class.

Based on their experiences in middle school, students will enter world history with a general understanding of geography, culture, and history and are able to apply knowledge of the emergence of early civilizations and how these expanded while showing knowledge of culture, religion, economics/trade, and governments. Additionally, students will use understanding of geography to build on their learning to expand knowledge in this course.

Students must understand how their specific content and skills fit as important pieces into the larger social studies narrative, blending their instructional designs with the student learning that comes before their class and the real life application students will need for their future as engaged and active citizen participants.

Connecting with Future Learning and Skills

During their remaining upper level years, students will apply the social, political, and economic concepts learned in World History to understand the connections between issues in the world and the United States. Students must enter the world, after graduation, with knowledge of how the world functions and their role in this community to be an active participant.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

The K-12 standards and benchmarks are designed to support a student's ability to use social studies content in authentic ways. Thinking critically about content must be supported and taught in every grade level. Emphasis must be placed on the "doing" of social studies rather than simple acquisition of content knowledge. It is these skills that are assessed through the required Classroom Based Assessments, not simply the content itself.

During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Global Indigenous Civilizations
- Early Globalization
- Revolution and Reform
- New Asian Empires
- Nationalism and Imperialism
- The World at War
- Modern Global Issues

Global Indigenous Civilizations - 1000-1500

Students will explore the Indigenous civilizations of each continent who were thriving prior to European and Asian exploration and colonialism. This should include examining key migrations and movements, innovations, and social structures.

> **Suggested Topics:** Cahokia, Chichinitza, Tenochtilan, Huhugam, Mali Empire, Incas, Aztec, Maya, Arawak, Bantu, Indigenous peoples of Oceania, Tibetan, Ainu, Saami

Early Globalization (approx. 1450-1750)

Students will explore the major events and tensions that led to the birth of the modern era. Areas of focus could include causes and impact of the Renaissance and Enlightenment, the expansion of the various Asian cultures including Islamic and Chinese influence, and the origins of European exploration and colonialism, and how this impacted Indigenous civilizations globally. Students will examine the impact of these competing beliefs on society and politics.

> **Suggested Topics:** African Kingdoms (Songhai, Kush, Egypt. etc.), Ottoman Empire, Mughal Empire, Islamic Caliphates, Columbian Exchange, enslavement, Doctrine of Discovery, Asian Empires
> (Ming, Qing, & reunification), European conquest and exploitation of Indigenous peoples and nations (Inca, Aztec, Iroquois, Algonquin, peoples of Oceania, Tibetan, Bantu), religious schisms, Reformation, Renaissance, Scientific Revolution, capitalism, Sikhism, humanism, Catholicism, colonization, religious diversity, civil service, Mongol Empire, Silk Road Exchange

Revolution and Reform (approx. 1750-1900)

Students will investigate the cultural and societal shifts that led to revolutions around the world, and the context under which they took place. Areas of focus can include popular sovereignty, inalienable rights, nationalism and globalization and how those beliefs applied to particular demographic groups depending on social power dynamics. Other topics will include the rise of new social and economic systems that resulted from revolutionary upheavals based on intellectual, political, and technological change which impacted different demographics and different ways.

> **Suggested Topics:** absolutism, enlightenment, divine rights, abolitionism, nationalism, liberalism, popular sovereignty, inalienable rights, Iroquois (Haudenosaunee) Confederacy, counterrevolution and decolonization, conservatism, balance of power, industrial power, economic competition, urbanization, laissez-faire, Meiji Restoration, communism, socialism, Haitian Revolution, global industrial revolution, industrial colonization and genocides, commercial revolution, Berlin Conference, French Revolution

New Asian Empires (approx. 1400–1900)

Students will investigate the progress and development of the large empires and shifts in power in Asia. Students will identify major shifts in power east of the Mediterranean Sea, including the rise of Muslim empires and rulers, the Chinese recovery from Mongol domination, and the rise of Japanese military culture. Students will construct knowledge around the rise and fall of these groups and their connection with present day issues and practices.

> **Suggested Topics:** Ming Dynasty, religious diversity, Confucianism, civil service, Shogunates, Mongul Empire, Silk Road Exchange, Russian imperial expansion

Nationalism and Imperialism (approx. 1880-1910s)

Students will compare and contrast the influence of nationalism on growing independence movements around the world. Important concepts include an examination of the motives of European nations as they competed for new colonies in Africa, Asia, the Americas, and the Pacific;, the effects of colonialism and its relationship to nationalist ideas; as well as its ongoing impact on global Indigenous people and nations through exploitation and resource extraction. Further consideration includes the impact of imperialism around the world and how the peoples of Africa, Asia, and the Americas were impacted by colonization. Students may also explore how colonials and imperialism over time have created complex personal and social identities.

> **Suggested Topics:** nationalism, imperialism, Social Darwinism, anti-colonialism, colonization, unification, independence movements, wars of aggression, self-rule, Zionism, land dispossession, natural resource extraction, reservations

The World at War (1900-1990)

Students will investigate the major conflicts of the twentieth century. Students will analyze the causes and effects of World War I and WWII; including origins, relation to human rights, and the creation of new political tensions leading to the Cold War. Students synthesize the post-World War II era and the role of various international organizations' who attempted to serve as mediators and examine the economic/ social instabilities that led to the disintegration of the Iron Curtain.

> **Suggested Topics:** alliances, militarism, total war, Treaty of Versailles, League of Nations, genocides, Holocaust, fascism, totalitarianism, appeasement, Cold War, ethnic cleansing, apartheid, human rights, dictatorships, proxy wars, strategic nuclear weapons, mandate system, NATO, United Nations

Modern Global Issues (1980-Present)

Students will study the issues of the modern world by tracing their origins and effects on people, governments, and institutions. Students will analyze the causes and effects of major conflicts, including democratic reforms and those pushing for autocracy, the war on terror, the workings of the global economy, and global culture wars. Further topics include efforts to unify people, the changing role of technology and evolution of social media, and concerns about the health of the planet.

> **Suggested Topics:** apartheid system, climate change, Cold War legacy, changing political borders, Indigenous sovereignty, decolonization, environmentalism, globalization, information revolution, international institutions (OPEC, IMF, NATO, WHO), social inequality, spread of democratic ideas, terrorism, UN Declaration of Rights for Indigenous Peoples, critiques of capitalism

U.S. History 1898 C.E. - Present

Kansas Course Code #04103

Course Description

The Modern United States History course covers 1898 to the present. Students will study the history and issues of the time period from diverse perspectives while concentrating on critical events, governmental relations (domestic and foreign), people, groups, and ideas. The course will cover reform movements, social interactions, economic shifts, political influences, and geographical impacts to make connections and understand current issues in the United States. The course content integrates thinking skills and historical processes so students are able to apply learning to their own lives. Instruction includes the integration of history, economics, geography, civics, and the humanities.

Instructional Best Practices

Quality learning designs will connect disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document.

- Authentic Intellectual Work
- Digital Literacy
- Higher Order Thinking
- Multiple Cause and Consequences
- Multiple Perspectives and Disciplines
- Social Emotional Learning and Character Development
- Civic Engagement
- Discipline-Specific Literacy
- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Past Learning and Skills

In middle level coursework, students studied the early U.S. republic, including engagements with sovereign nations (both Native and foreign). That previous course supports the creation of civically engaged citizens by deepening understandings of the establishment and development of the United States from 1789 through 1898. In that course, they also examined historical events through the perspectives of multiple groups, regions, and political parties with instruction that integrates critical thinking skills. Additionally, they used historical analysis to examine geography, humanities, civics, and economics.

Connecting with Future Learning and Skills

Certain themes will be emphasized as part of the wider high school curriculum: The expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the resurgence of tribal sovereignty and Native Nations working with local, state, and federal governments; minority rights in tension with majority power; the emergence of a modern corporate economy; and the role of the United States as a major world power. These issues and others will be reviewed as a part of the high school United States government curriculum. Critical skills and knowledge from this course will be used as background knowledge as students embark on college, career, and citizenship pathways.

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

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During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Impact of Industrialization and Progressivism
- Ongoing Expansion, Imperialism, and WWI
- Roaring 20s, Great Depression, and the Dust Bowl
- World War II
- Cold War
- Civil Rights Movements
- Vietnam War Era
- Diminishing Cold War to 9/11
- United States in the 21st Century

Industrialization and Progressivism

Students will analyze how the post Spanish American War Imperialist United States experienced industrialization, immigration, defined the labor force, and changed the social and cultural fabric as a modern nation. Students will examine how economic, social, and political factors, fueled by rapid growth, drew the attention of activists, leading to progressive reforms at all levels of government. Simultaneously, laws were being created targeting segregation and discrimination of particular peoples.

> **Suggested topics:** citizenship, Constitutional amendments (ex. Women's suffrage), corruption (ex. Teapot Dome Scandal, Osage Reign of Terror), second phase of industrialization, monetary policies (ex. Federal Reserve, trust busting, etc.), political reform, progressivism, union bosses, unionization and advocacy organizations (ex. NAACP, Women's Temperance Union, etc.), melting pot and assimilationist ideologies (Boarding Schools, Meriam Report, immigration, etc.), conservationism and National Parks, Jim Crow Laws.

Ongoing Expansion, Imperialism, and WWI

Students will identify and analyze the events and circumstances for the United States becoming a global power and evaluate the motives behind the acquisition of new territory. From an American perspective, students will identify the events that led to the first global conflict of the 20th century, interpret the reasons why the United States entered the conflict, and examine the effects of the war as U.S. troops returned to find democracy challenged at home. Students will also explore how Native Nations continued to experience land dispossession as expansionism continued to occur domestically.

> **Suggested topics:** allotments and checkerboarding of tribal reservations, addition of new U.S. states at the expense of tribal lands, National Parks,14 Points, alliances, anti-imperialism, Code Talkers, diplomacy, home-front during war, imperialism and acquisition of new territories, interventionism, isolationism, League of Nations, militarism, nationalism,propaganda, spheres of influence, territorial expansion, total war effort

Roaring 20s, Great Depression, and the Dust Bowl

Students will evaluate changes to American society, including a growth of consumerism that led to economic growth and the illusion of prosperity. Students will examine the causes and impacts (social, economic, and environmental) of the Great Depression and Dust Bowl, including the effectiveness of the government's response.

> **Suggested topics:** credit, depression, Black Tuesday, entertainment, Dust Bowl and man-made environmental causes, global markets, government regulation of business, Harlem Renaissance, immigration legislation, Snyder Act (Indian citizenship), localism, "modern woman", New Deal policies (including Indian New Deal), Prohibition, recession, socialism, speculation, post war racial violence (Black Wall Street in Tulsa, Chicago, Wilmington, Elaine, etc.)

World War II and Post-War Era

From an American perspective, students will identify the growing global tensions during the interwar years and analyze the United States' response. Students will examine mobilization for war and challenges that occurred at home before, during, and after the war.

> **Suggested topics:** Four Freedoms, appeasement, Baby Boom, D-Day, Double V Campaign, Executive Order 9066 (Japanese incarceration), Camp Leupp, War Relocation Authority use of Indigenous land, GI Bill, League of Nations, Manhattan Project, Code Talkers, Pearl Harbor, roles of women and people of color, Rosie the Riveter, Truman, Tuskegee Airmen, United Nations and UN partition (Resolution 181), War towns, Zoot Suit Riots

Cold War

Students will identify the causes, challenges, and continuation of the Cold War era, analyzing the social, cultural, environmental, economic, and political impacts on the United States. Additionally, students will examine domestic and foreign policy decisions throughout the Cold War, including the erosion of personal freedoms.

> **Suggested topics:** Arms Race, Bay of Pigs, Berlin blockade, Berlin Wall, brinkmanship, Civil Defense programs, CONELRAD, Containment, Cuban Missile Crisis, Detente, domino theory, Eisenhower Doctrine, industrial military complex, MADD, Marshall Plan, McCarthyism, NSC 68 memo, Iron Curtain, Korean War, satellite nations, SDI, Space Race, Truman Doctrine

Civil Rights Movements

Students will identify movements to expand civil rights for all people in the United States and evaluate the impact on the social, cultural, environmental, economic, and political fabric of the United States. This is an instructional opportunity to explore historically overlooked leaders and activists from many different cultural and ethnic communities.

> **Suggested topics:** Alcatraz and American Indian Movement, Chicano movement, March on Washington, Brown v. Board, NAACP, SNCC, peaceful protest and counter culture, economic and political equality, environmentalism, Indian Child Welfare Act, legal challenges to individual rights, modern feminist movement and Equal Rights Amendment, National Organization for Women, Great Society, integration, segregation, Stonewall Inn, The Longest Walk, Trail of Broken Treaties, Asian American Movement

Vietnam War Era

Students will examine the issues post WWII that led to Cold War tensions turning hot and pulling the United States into another conflict. Students will analyze the policies of Presidents and the reaction at home to these acts.

> **Suggested Topics:** 1968 crisis, body count, bombing of Cambodia, counterculture, credibility gap, draft, draft dodgers, Eisenhower to Ford, escalation, Gulf of Tonkin Resolution, Jackson State, Kent State, living room war, Peace Corps, Pentagon Papers, postwar landscape, postwar trauma, POW/MIA, return home of soldiers, soldiers of color, USO, women of war, Woodstock

Post Vietnam War: Diminishing Cold War and International Realignment

Students will examine the political shifts as the Cold War in the U.S. diminishes in priority, leading to domestic and foreign impacts on the social, cultural, and economic conditions of the country at the close of the Cold War.

> **Suggested Topics:** Watergate, Barry Goldwater, silent majority, Southern strategy, Iran-Contra Affair, Iran Hostage Crisis, Reaganomics, Reagan Revolution, Camp David Accords, Fall of Berlin Wall, Korean DMZ, AIDs epidemic, Prop 13, Munich Hostage Crisis

1990s: Domestic Shifts in Politics and Culture

Students will examine significant shifts in the political, social, and cultural fabric of the United States during the 1990s. This includes the resurgence of the conservative movement, rise of foreign and domestic terrorism, as well as the development of new laws and policies to respond to historically marginalized and underrepresented individuals.

> **Suggested Topics:** rise of terrorism (Oklahoma City Bombing, Waco, Columbine, Israel-Palestine conflict, World Trade Center [1993]), Gulf War, Don't Ask Don't Tell, Defense of Marriage Act, Contract with America, culture wars, deregulation, mass incarceration, moral majority, War on Drugs, Native American Graves and Repatriation Act (see Salina Burial Pit), American with Disabilities Act, Individuals with Disabilities in Education Act, Rise of Hip Hop

United States in the 21st Century

Students will examine the significant political, social, economic, and technological developments in the United States from the year 2000 to the present, analyzing their impact on American society and the world.

> **Suggested Topics:** Affordable Care Act, climate change, COVID 19, great recession, immigration (Dreamers, refugees, asylum seekers), internet and social media, income inequality, War on Terror, Patriot Act, political polarization, Prison Industrial Complex, War on Terror, various social movements and debates, digital citizenship, misinformation campaigns, growth of AI, historic Supreme Court decisions, news as entertainment

Governments of the United States

Kansas Course Code #04151

Course Description

The United States Government course covers the study of the development and application of the United States Constitution and the American democratic ideals. Emphasis will be placed on the essential nature of the people in a democratic republic. Students will study the working of the U.S . government through diverse perspectives while concentrating on constitutional principles, foundations, and institutions within federal, tribal, state, local governments. The course content integrates thinking skills and historical processes so students are able to apply learning to their own lives. Instruction includes the integration of history, economics, geography, civics, and the humanities.

Instructional Best Practices

Quality learning designs will integrate disciplinary concepts and research-based best practices from history, economics, geography, civics, and the humanities and should include the practices listed below. They are fully described in the Effective HGSS Classroom Practices section of this document, beginning on page 10.

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- Civic Engagement
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- Inquiry-Based Instruction
- Multiple Means of Communication
- Research and Construction of Knowledge
- Use of Primary and Secondary Sources

Expanding on Prior Learning and Skills

High School teachers, especially those of seniors, must understand how their specific content and skills fit as important pieces into the larger social studies narrative, blending their instructional designs with the student learning that comes before their class and the real life application students have taken on or will soon take on upon graduation.

Based on their experiences in earlier high school courses, students will enter U.S. Government with a general understanding of the history of the United States and the world from varying perspectives of those living through events and times. Students will have a broad grasp of the economic, cultural, political, social, and historical implications of events while also demonstrating knowledge of the people, ideas, and events they have learned through prior courses.

Connecting with Future Learning and Skills

As students prepare for graduation and post secondary plans, teachers should ensure that students leave high school with the skills necessary to become informed, thoughtful and engaged civic participants in their communities, tribes, states, nation, and world communities. Students need to be prepared to take on the responsibilities and duties needed to work across diverse communities and systems (natural and human).

Culturally Relevant Pedagogy

A vital part of the instructional design process is the integration of proven Culturally Relevant Pedagogy strategies. Incorporating the different backgrounds and experiences of students into classrooms ensures that students see themselves reflected in the curriculum. In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

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During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- The Role of the Citizen: Civic Values, Politics, and Government
- Principles and Foundations of the United States Constitution
- The Structure and Function of the Federal Government
- Tribal, State, and Local Governments
- Politics, Interest Groups, and Media
- Civil Liberties and Civil Rights in the United States

The Role of the Citizen: Civic Values, Politics, and Government

Students will explore the vital role individuals play by being civically engaged in the varying levels of government. Each will analyze their own duty and ability to influence or alter governing bodies, when needed, in accordance with founding principles and documents.

> **Suggested Topics:** citizen (tribal, state, dual, federal), citizenship, civil liberties, civil rights, civic beliefs, civic values, constitutional republic, direct/indirect democracy, elections, immigration, rights and responsibilities, rule of law, registering and voting, types of elections

Principles and Foundations of the U.S. Constitution

Students will analyze how the government of the United States evolved, influenced by a wide range of cultural and historical experiences, and will examine the beliefs, values, and ideas of the U.S. Constitution.

> **Suggested Topics:** checks and balances, compromise, consent of governed, Enlightenment, equality, federalism, influence of Indigenous Nations, inherent rights to sovereignty, justice, liberty, limited government, majority rule/minority rights, natural rights, popular sovereignty, rule of law, separation of powers, social contract theory, Articles of Confederation

The Structure and Function of the Federal Government

Students will examine the creation, structure, and processes of the United States federal government and analyze the connections between federal, tribal, state, and local governments.

> **Suggested Topics:** bicameral legislature, bureaucracy, checks and balances, council systems (tribal, city, local), federalism, judicial review, limited government, popular sovereignty, classical republicanism, separation of powers, tribal sovereignty and federal trust responsibility to Native Nations, types of powers (expressed, implied, inherent, concurrent, reserved, denied)

Tribal, State, and Local Governments

Students will analyze the structure and personal impact of tribal, state, and local governments and examine the lawmaking processes of different types of governments, including tribal, state, county, municipal, and school boards.

> **Suggested Topics:** commerce clause, domestic dependent nations, dual court system, eminent domain, federalism, full faith and credit clause, gerrymandering, Kansas Constitution, Marshall Trilogy, popular sovereignty, state's rights, supremacy clause, tribal constitutions (Iowa Tribe of Kansas and Nebraska, Kickapoo Tribe in Kansas, Prairie Band Potawatomi, Sac and Fox Nation of Missouri in Kansas and Nebraska)

Politics, Interest Groups, and Media

Students will examine, evaluate, and discuss how political process, interest groups, and mass media impact individual political ideologies and shape societal thinking.

> **Suggested Topics:** advocacy organizations, emerging technologies, grassroots movements, interest groups, lobbyists, media bias, party platforms, political parties, primary and general elections, political ideologies, Political Action Committees, role and influence of media, expanding role of technology (AI, social media, foreign influence, bots, etc.), sensationalism, voter registration, Citizens United, soft money, dark money

Civil Liberties and Civil Rights in the United States

Students will examine how local, state, tribal, and federal governance impacts the evolution of civil liberties, civil rights, and human rights in the United States. Building on past courses, students will analyze how the liberties and rights of individuals have historically been protected or removed by the government and the impacts of these actions.

> **Suggested Topics:** Bill of Rights, bills of attainder, civil disobedience, cruel and unusual punishment, equality and equity, ex post facto laws, habeas corpus, majority rule and minority rights, procedural and substantive due process, termination policies against tribal sovereignty, tribal dis-enrollment, tribal treaty rights, worker's compensation, #movements, political rights organizations

APPENDICES

UPPER-LEVEL ELECTIVES

Examples of Elective Courses

ANTHROPOLOGY

- Anthropology
- IB Social Anthropology
- Particular Topics in Anthropology

SPECIFIC AREA STUDIES

- Western Civilization
- Ancient Civilizations
- Ancient and Medieval History
- State-Specific Studies
- Issues of Western Humanities
- World Area Studies
- Medieval European History
- IB Islamic History
- United States and World
- Modern Intellectual History

ECONOMICS

- Comparative Economics
- AP Macroeconomics
- IB Economics
- AP Microeconomics
- AP Economics
- Business Economics

EQUITY STUDIES

- United States Ethnic Studies
- World People Studies
- United States Gender Studies

GENERAL SOCIAL STUDIES

- Social Science
- Humanities
- Social Science Research Humanities Survey
- Particular Topics in Humanities

GEOGRAPHY

- World Geography
- IB Geography
- United States Geography
- Particular Topics in Geography
- AP Human Geography

GOVERNMENT, POLITICS, AND LAW

- Political Science
- AP United States Government and Politics
- Principles of Democracy
- Law Studies
- Comparative Government
- AP Comparative Government and Politics
- Civics
- Legal System

PHILOSOPHY, PSYCHOLOGY, AND SOCIOLOGY

- Philosophy
- IB Philosophy
- Particular Topics in Psychology
- IB Psychology
- Particular Topics in Sociology
- Particular Topics in Philosophy
- Psychology
- AP Psychology
- Sociology

UNITED STATES HISTORY

- Early United States History
- AP United States History
- Modern United States History

WORLD AND INTERNATIONAL STUDIES

- World History and Geography
- Modern European History
- AP World History
- Particular Topics in World History
- Modern World History
- AP European History
- International Relations Contemporary World Issues
- International Business and Marketing

Course Description

The course should pay special attention to the most essential skills and knowledge of the discipline. The course should promote higher level thinking and problem-solving. The course should require students to apply skills and knowledge to content information involving issues of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Connecting with Past Learning

Students should have experience with the Effective HGSS Classroom Practices and should be aware of the discipline's literacies and skills. Students will be able to link their understanding with events in integrated courses such as World and United States History. They possess understanding and needed background knowledge in other social studies disciplines. Students should have experience reading, writing, and speaking. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

Connecting with Future Learning

Students will be asked to link their understanding in integrated courses such as world and United States History. This understanding will provide needed background knowledge in other courses such at literature, science, and other technical subjects, as well as post- secondary pursuits. The skills and content taught at this grade-level may be used as background and prior knowledge for the future. Critical components of their experience should include reading, writing, and speaking. Students should become more familiar with history, government, and social studies disciplines.

Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

Culturally Relevant Pedagogy

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In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures.

The use of culturally relevant pedagogy also encourages critical thinking, as students analyze historical events and social issues through multiple cultural lenses. It empowers students to become active participants in their own education and develop a deeper understanding of the world around them.

Upper-Level Elective Example: Economics

KANSAS COURSE CODE # 04201

Course Description

This course is to introduce economics as a key strand of history, government, and social studies, and to develop a critical understanding of the assumptions underpinning economics. Economics is a unique way of thinking that offers insights into human behavior in a world of different values, resources, and cultures.

Students who think in an economic way will understand concepts better and how each concept relates to the others. The integrated nature of economics utilizes mathematics, statistics, and the interpretation of primary source data to examine important issues. This course establishes a framework of basic economic theory which can be extended and applied to future learning. Instruction should facilitate an appreciation of economic forces in shaping the world in which students live. This course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Connecting with Past Learning

Depending upon when the course is taught in high school, students should come to the course with knowledge of the story of how the United States was established and developed a government based on the principles laid out in the Declaration of Independence. The basic structure and levels of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge from previous learning of American history. In world civilization and history, they should have learned about the Enlightenment's influence on both the structure and principles of the United States government. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States and the world. They should have experience with the Effective HGSS Classroom Practices of the Kansas standards.

Connecting with Future Learning

While a small percentage of students will pursue the formal study of economics at the university level, most will not continue studying economics after high school. But they will participate in society as informed, thoughtful, engaged citizens as well as producers and consumers. What they have learned in this economics course and throughout their education should give them the ability to better understand the complex personal, domestic, and international economic issues which will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

Culturally Relevant Pedagogy

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In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures.

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Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

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During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Foundational Economic Concepts
- Economic Systems
- Economic Measurement Concepts and Methods
- Macroeconomics
- Microeconomics
- International Economics
- Personal Economics/Personal Finance

Foundational Economic Concepts

Students will begin with a self-contained opportunity to attain a deeper understanding of basic economic concepts and will apply concepts and decisions to their personal life to gain deeper understanding of these principles in action.

> **Suggested Topics:** scarcity, cost benefit analysis, incentives, opportunity cost, productivity, trade and exchange, demand and supply, money, productive resources, specialization, division of labor, property and property rights

Economic Systems

Students will focus on how a community, state, or nation allocates its resources, goods, and services. They should be able to recognize and evaluate the systems used to draw conclusions about benefits and deficits with these systems. Finally, students should recognize the importance of choices made at all levels.

> **Suggested Topics:** economic philosophies, market systems, planned systems, mixed systems, unique systems (unique economic arrangements between groups of people)

- Who should determine the supply of consumer products?

Economic Measurement Concepts and Methods

Students will analyze different aspects of economies using calculations, graphs, charts, and other methods of analysis.

> **Suggested Topics:** tables, charts, graphs, rates of change, ratios, percentages, real and nominal values, averages, distributions around averages, indexes

Macroeconomics

The students will focus on large scale economics, at a regional or national scale especially on factors impacting the performance and management of these economies. Special attention should be paid to the interconnected factors that economies share.

> **Suggested Topics:** aggregate supply and demand, public debt, budget deficits, business cycles/economic instability, employment, unemployment, barter, money, inflation, deflation, economic growth, fiscal policy, gross domestic product (GDP), monetary policy

- What are the relationships between budget deficits and public debt?

Microeconomics

Students will look at economic behavior on a smaller, more personal, scale. Students will analyze decisions to save, invest, produce, and consume goods while also keeping in mind the factors critical to economic success and failure.

> **Suggested Topics:** market structures, prices and competition, market failure, demand and supply, price ceilings and floors, profit, external costs and benefits

International Economics

The student will assess how economies around the world interact with one another. Students will focus on trade, economic growth, development of business, competition, and cooperation.

> **Suggested Topics:** balance of trade and payments, barriers to trade, tariffs, free trade, comparative advantage, specialization, economic development, currency markets, trade agreements
>
> - How do the cost of goods and services impact the balance of trade?

Personal Economics

Students will focus on personal financial management and the processes involved in the decisions being made. Students need to understand how these elements will impact their whole lives, personally and professionally.

> **Suggested Topics:** interest (compound and simple), credit and borrowing, financial markets, banking, human capital, income, disposable/discretionary income, money management and budgeting, insurance, saving, spending, investing, risk and return

Upper-Level Elective Example: World Geography

KANSAS COURSE CODE # 04001

Course Description

The World Geography course familiarizes students with the world using geographic themes and essential elements. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention must be given to the most essential skills and knowledge of the discipline. The course should promote higher level thinking and problem-solving. The course should require students to apply skills and knowledge to content information involving different regions of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Connecting with Past Learning

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States They will be familiar with geography themes and general physical and human geography, American history to 1789 and world civilization and history to 1500. They should have experience with the Effective HGSS Classroom Practices and should be aware of the discipline's specific literacies and skills. Students will be able to link their understanding of geography with events in integrated courses such as United States History. They possess understanding and needed background knowledge in geography and other social studies disciplines. Students should have experience reading, writing, and speaking about geography. Students should also be able to recognize, evaluate, analyze, and investigate specific topics to draw conclusions or parallels between those topics and others.

Connecting with Future Learning

Students will be asked to link their understanding of geography with events in future integrated courses such as United States History. This understanding will provide needed background knowledge in other courses such at literature, science, and other technical subjects, as well as post-secondary pursuits. The skills and content taught at this grade-level may be used as background and prior knowledge for the future. Critical components of their experience in world geography should include reading, writing, and speaking about geography. Students should become more familiar history, government, and social studies disciplines. Students should also be able to recognize, evaluate, analyze, and investigate specific topics to draw conclusions or parallels between those topics and others.

Culturally Relevant Pedagogy

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In teaching social studies, it is important to consider the existence of power dynamics among different groups of people, and how some perspectives have been favored over others across time and space. There is a need to explore diverse perspectives that reflect the diversity of our communities. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures.

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Suggested Units and Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. **The units and topics listed below are provided as a planning guide and are not mandated.** Understanding that there is overlap in some of these suggested units and content topics, instructors are encouraged to find parallels and connections across suggested units of study, creatively blending them whenever possible to increase relevance to students.

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During their assessment years (4th, 7th, and high school), students complete the required KSDE Classroom-Based Assessment to 1) create a **clear claim** that answers a compelling question 2) use **sourced evidence** from multiple sources, and 3) use **reasoning** that connects the evidence to their claim.

- Geography Themes and Skills
- Central and South America
- Europe
- North Africa and Southwest Asia
- Sub-Saharan Africa
- North and Central Asia
- Southeast Asia
- Australia, Antarctica, and the Pacific World
- North and Central Asia
- South Asia
- Australia, Antarctica, and the Pacific World

Geography Themes and Skills

It is recommended that a review of "Geography Themes and Skills" be the initial unit to establish what students know and understand about Geography. Formative assessment of this unit is critical in developing future lessons, but the decision in which order units are taught remains with the local district.

Students should address geographic themes, geographic inquiry, and the essential elements, the National Geography standards, and the National Council for the Social Studies (NCSS) thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world.

Students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the major geographic regions of the world using knowledge about geographic spatial terms, physical systems, human systems, and understand the relationships among people, places, and the environment. Students will be able to apply these skills to analyze and interpret the past, present, and future in area studies:

Themes: location, place, human/environment interaction, movement, region

Terms: absolute and relative location, latitude, longitude, equator, Prime Meridian, International Date Line, poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, a compass rose, including cardinal and intermediate directions, continents, oceans, major physical and political regions, mountain ranges, river systems, ecosystems, plains, plateaus, deserts, valley, glacier, strait, peninsula, hills

Technology: satellite mapping, dynamic mapping systems, global positioning systems (GPS), geographic information systems (GIS)

Central and South America

(Mexico, Central America and the Caribbean Islands, Caribbean South America, Pacific South America, and Atlantic South America)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction Of Systems: environmental trends and issues, exploited resources and peoples

Europe

(Southern Europe, West-Central Europe, Northern Europe, Eastern Europe, and Russia)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

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Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction Of Systems: environmental trends and issues, exploited resources and peoples

North Africa and Southwest Asia

(North Africa, the Eastern Mediterranean, and the Arab Peninsula)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Systems: environmental trends and issues, exploited resources and peoples

Sub-Saharan Africa

(West Africa, East Africa, Central Africa, Southern Africa)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Systems: environmental trends and issues, exploited resources and peoples

North and Central Asia

(Central Asia, China, Mongolia, Taiwan, Japan, and the Koreas)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Systems: environmental trends and issues, exploited resources and peoples

South Asia

(India, Pakistan & Bangladesh, Himalayan and Island Countries, Mainland Southeast Asia, and Southeast Island Asia)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Systems: environmental trends and issues, exploited resources and peoples

Australia, Antarctica and the Pacific World

(Australia, New Zealand, Pacific Islands and Antarctica)

In each regional unit, students will examine the nations, regions, and areas defined.

Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined considering geographic themes and essential elements.

Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical: physical features, climate, weather, resources, boundaries

Human: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Systems: environmental trends and issues, exploited resources and peoples

Upper-Level Elective Example: Psychology

KANSAS COURSE CODE # 04254

Course Description

The American Psychological Association defines Psychology as "the study of the mind and behavior. This course is a general introduction of Psychology and should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Connecting with Past Learning

This is an introductory class and may be the only psychology class the student ever takes. Students should have some knowledge of choices and consequences, rights, and responsibilities, beliefs, ideas, diversity, continuity and change, and dynamic relationships between people, places, and their environment. They should be practiced in reading, writing, and other communication skills. Students should have the requisite technical skill and foundational knowledge to engage in a rigorous introduction to the discipline.

Connecting with Future Learning

The students should be able to discuss major theories and topics in psychology, think critically about research and methods, apply psychological principles to individual and social matters, and discuss the complexity of human behavior. The student will be able to link learning in this class to all future classes and learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

Culturally Relevant Pedagogy

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- Perspectives of Psychology
- Biology and Behavior
- Life Development
- Memory and Learning
- Social Interaction
- Sociocultural Diversity
- Mental Health and Treatment

Perspectives on Psychology

This unit is intended to be a general introduction to Psychology. It should include history of the discipline and the development of psychology as an empirical science. The student should be given exposure to various methodologies and subfields within the discipline. Students should be presented differing perspectives and values on the application of the discipline to both human and nonhuman subjects.

History and development of psychology as empirical science

- Define psychology
- Goals of psychology
- History of psychology
- Perspectives employed to understand behavior

Major sub-fields of psychology (Clinical, Developmental, Forensic, Rehabilitation, Neurological, Sports, etc.) Value of "basic" and "applied" psychological research Role psychology plays in benefiting individuals and society.

Biology and Behavior

This unit addresses the biological structures and functions of the nervous system. Students should be given instruction in specific structures of the brain and nervous system, how neural transmission takes place, brain chemistry, genetics, and advances in neuroscience.

Structure and Function of nervous systems

- Major subdivisions of the human nervous system
- Parts of the neuron and the basic process of neural transmission Structures and functions of the various parts of the central nervous system
- Lateralization of brain functions
- Mechanisms and plasticity of the nervous system

Structure and Function of endocrine systems

- Endocrine glands and the link to the nervous system
- Effects of hormones on behavior and mental processes
- Effects of hormones on the immune system

Interaction between biological factors and experience

- Concepts of genetic transmission
- Interactive effects of heredity and environment
- Genetic influences on behavior

Methods and issues related to biological advances

- Tools used to study the nervous system Advances in neuroscience
- Related issues in neuroscience and genetics

Life Development

This unit addresses various theories of development from pre-natal to end of life. Cognitive, moral, and social development is central. Pre-natal, infancy, childhood, adolescence, adulthood, and aging should be topics. The development of communication and learning skills should play a significant role in this unit.

Methods and issues in life-span development

- Biological and environmental factors in brain development
- Issues of continuity and change
- Methods used to study development
- Sensitive and critical periods in development
- End of Life issues

Theories of life-span development

- Cognitive
- Moral
- Social

Infancy

- Physical motor development
- Perceptual abilities and intellectual development Attachment and the caregiver
- Communication and Language

Childhood

- Physical motor development
- Memory and thinking development
- Social, cultural, and emotional development

Adolescence

- Physical changes
- Reasoning and morality
- Identity formation
- Family and peers

Adulthood and Aging

- Physical changes associated with aging
- Cognitive changes associated with adulthood and aging
- Social, cultural, and emotional issues of aging

Memory and Learning

This unit addresses encoding, storage, and retrieval of information from memory. Students should be instructed on factors affecting encoding and shallow and deep processing strategies for improving memory. Students should also receive instruction in the importance of and factors effecting retrieval. This unit should address student-learning from both cognitive and metacognitive perspectives.

Classical and operant conditioning, and observational and cognitive leaning should be discussed. Intelligence may be included here or discussed in the unit on Socio- cultural diversity.

Encoding of memory

- Factors influencing encoding
- Difference between shallow and deep processing
- Strategies for improving encoding of memory

Storage of Memory

- Differences between working and long-term memory
- Biological processes related to how memory is stored
- Types of memory and memory disorders
- Strategies for improving memory storage

Retrieval of Memory

- Retrieval cues in memory
- Interference in retrieval
- Factors influencing memory retrieval
- Strategies for improving retrieval of memories

Classical Conditioning

- Principles of classical conditioning
- Clinical and experimental examples
- Everyday real-life examples

Operant Conditioning

- Law of effect
- Principles of operant conditioning
- Clinical and experimental examples
- Everyday real-life examples

Observational and Cognitive learning

- Principles of observational and cognitive learning
- Everyday examples of observational and cognitive learning
- In what ways does learning affect behavior?

Social Interaction

This unit addresses behavior in relation with others. Characteristics such as attitudes, implicit and explicit behaviors, group dynamics, stereotyping, prejudice, aggression, attraction, etc., should be covered.

Social Cognition

- Attributional explanations of behavior
- Attitudes (implicit and explicit) and behavior
- Persuasion

Social Influence

- Power of the situation
- Effects of other's presence on individual behavior
- Group dynamics
- Individual influence on group behavior

Social Relations

- Stereotyping, prejudice, and discrimination
- Determinants to pro-social behavior
- Aggression and conflict
- Attraction and relationships

Sociocultural Diversity

This unit focuses on how people are different. It defines culture and diversity. Topics should also include diversity issues such as gender, race, ethnicity, socioeconomic status, and identity and self-concept. Issues surrounding personality, emotion, motivation, thinking, and intelligence should also be discussed.

Social and Cultural Diversity

- Define cultural diversity
- Cultures change over time and vary within communities and nations
- Culture and conceptions of self and identity
- Race and ethnicity

- Socioeconomic status
- Privilege and social power structures relating to stereotypes, prejudice and discrimination

Diversity among Individuals

- Gender similarities and differences
- Gender roles and expectations
- Gender identity and sexual orientation
- Stereotypes and treatment of minority and majority groups in society

Perspectives on Personality

- Theories on Personality (psychodynamic, trait, humanistic, social- cognitive, etc.)
- Personality assessment techniques and systems
- Issues (biological, situational, change, health, work, self-concept, identity, individual and collective culture)

Mental Health and Treatment

Students should address perspectives on abnormal behavior and psychological disorders. Students should be exposed to cross-cultural views of abnormality and stigma attached to mental illness or disorder. Students should be made aware of the challenges associated with diagnosis, and the symptoms of major disorders, how treatment might occur, and factors that influence those effects. Coping procedures, attitudes and behaviors that promote mental health should be discussed.

- Perspectives on Abnormal behavior
- Define abnormal behavior
- Historical and cross-cultural views of abnormal behavior
- Models of abnormality
- Stigma related to abnormality
- Impact of abnormality on relationships (friends, family, community, society)

Categories of psychological disorders

- Classification of psychological disorders
- Diagnosis of disorders
- Symptoms and causes of disorders (schizophrenia, mood anxiety, personality disorders)
- Factors influencing individual experiences with psychological disorders

Perspectives on Treatment

- Changes in psychological treatment over time
- Methods of treatment and psychological perspectives
- Varieties of treatment options

Categories and types of treatment

- Biomedical
- Psychological
- Age specific
- Efficacy of treatment for particular disorders

Stress and Coping

- Stress as a psychophysiological reaction
- Sources of stress
- Health consequences
- Strategies for dealing with stress

Behaviors and attitudes that promote health

- Ways to promote mental and physical health
- Characteristics of and factors that promote resilience and optimism
- Effective means of dealing with stressors and other health issues

Glossary of Terms

STANDARDS AND BENCHMARK LANGUAGE

Analyze	Examine methodically and in detail, typically for purposes of explanation and interpretation.
Argument	A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.
Beliefs	Something one accepts as true or real; a firmly held opinion or conviction.
Change	The act or instance of making or becoming different.
Choice	The act of selecting or making a decision when faced with two or more possibilities.
Claim	An assertion of the truth of something, typically one that is disputed or in doubt.
Conclusions	A judgment or decision reached by reasoning.
Connections	A relationship in which a person, thing, or idea is linked or associated with something else.
Consequences	A result or effect of an action, choice or condition.
Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.
Continuity	The unbroken and consistent existence or operation of something over a period of time.
Dynamic	A process or system characterized by constant change, activity, progress, or regression.
Environments	The physical, social, political, economic, or general surroundings or conditions in which a person lives or acts.
Evaluate	Make a judgement on the value or importance of a thing.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Ideas	A thought or suggestion as to a possible course of action.
Identity	The fact of being who or what a person or thing is.
Individuals	A single human being as distinct from a group, class, or family.
Investigate	Research or study into so as to discover facts or information.
People	Human beings in general or considered collectively or as a part of a community or group.
Places	Positions or points in space designated for specific purposes or activities.
Practices	The actual real-life application or use of an idea, belief, or method, as opposed to theories relating to it.

Recognize	Identify (someone or something) from knowledge or memory.
Relationship	The way in which two or more concepts, objects, or people are connected, or the state of being connected.
Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Responsibilities	A thing that one is required to do as part of a job, role, or a legal or moral obligation.
Rights	A moral or legal entitlement to have or to act in a certain way.
Significant Choice	A selection of one of several options having a great or important impact; indicative of something.
Societies	The aggregate of people living together in a more or less ordered community.
Understanding	The ability to perceive the significance, explanation, or causes of concrete events or abstract concepts or ideas.

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